CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language plays a very important role in human life because language enable people to communicate and interact with other people. Generally people used language to express messages, convey various stories, thoughts, and experiences. Because of the importance of language functions, people can not be separated from the language use. If it's viewed from its function, language is a tool used to provide information between one communicant and another. Communication is the process of delivering a message by someone to someone else to tell or to change attitudes, opinions or behavior, both directly or indirectly. From the explanation above, it can be concluded that language is a tool which enable people in doing communicating and many interacting with society. When people do communicate with others, it will be a good communication if the listener get the meaning of what speaker said. But sometimes the listener couldn't get the meaning of what the speaker said because of different perception. Theory about meaning is discussed deeply in pragmatics.

Pragmatics is concerned with meaning in the context of language use. The advantage of studying language via pragmatics is people can talk about their intended meanings, their assumption, their purpose or goals, and the kinds of action they are performing when they speak. In everyday language, sometimes the meanings of words are not explicitly stated. In certain situations, words can have a certain meaning. People might think that words always have a specifically defined meaning, but that is not always the case. The definition might be a bit confusing. This example is one that we probably ever experience in our own life every day.

When we undeliberately spill a glass of milk to our friend's ham, we try to apologize but our friend replied '' thank you''. If we thought our friend feel happy about that, it's absolutely wrong. Our friend probably get mad of us. This interaction perfectly shows pragmatics at work. It is understood that this greeting does not really mean to thank. The implication relies on the context and situation.

One part of the pragmatics that discusses more deeply about the use of language in certain contexts is the speech act. Austin (1962:108) classified speech acts into three. They are locutionary act, illocutionary act, and perlocutionary act. Locutionary is act of saying something: producing a series of sounds which means something. Locutionary act refers to the literal meaning of what is said. For example: ''It is hot here''. Illocutionary act is performed in saying something, and includes acts such ach betting, promising, denying, stating, predicting, ordering, and requesting. For example: ''It is hot here'' could be an indirect request for someone to open the windows, an indirect refusal to close the window because someone is cold, or a complaint implying that someone should know better than to keep the windows closed. The last, perlocutionary act is producing effect on the hearer of what the speaker says. For example: ''It is hot here'' could make someone opening the window as the result.

The concept of an illocutionary act is central of speech act concept. Illocutionary acts have a force as an aspect of speaker meaning. It means that when speakers produce utterances, they have power to control someone else to do something in accordance with what they desire. For example, in a classroom situation when a lecturer utters ''do the task and submit it 30 minutes later!'' to the students. This utterence shows that the lecturer asks the students to do what she/he wants. This example illustrates that an utterance produced by the lecturer is not a mere utterance, but there is power that forces the students to do a lecturer's instruction.

Searle (1969:34-8) classify that there are five classes of illucotionary acts. The first is representatives. It is kind of speech acts that commit the speaker to the truth of the expressed proposition and thus carry a truth value. The second is directives. It is kind of speech acts that represent attempts by the speaker to get the addressee to do something. The third is commisive. It is kind of speech acts that commit the speaker to some future course of action. The fourth is expressive. It is kind of speech acts that express a psychological attitude or state of the speaker such as joy, sorrow, and likes/dislikes. The fifth is declarative. Delcarative act is made by someone who is especially authorized to do so within some institutional framework. It is to bring something about the world, changing someone status, such as declare, fire, baptise, etc.

In this study the writer focus on Expressive Speech Act. Expressive speech acts are those kinds of speech act which describe what the speaker feel such as pleasure, pain, apologize, praise, likes, dislikes, condolences, joy or sorrow. It can be caused by something that the speaker does or the hearer does. In using an expressive, the speaker makes words fit the word (of feeling). In short, an *expressive speech act* is a speech act, whose purpose is to express the speaker's attitude. It is very important to understand how the students say about their feeling. But sometimes students do not know how to express their feeling. Students do not know what are the utterance used to express their feeling. Based on writer's experience, the material which discuss about how to express feeling is very limited. The utterances about feeling that are stated in book material are very limited and monotonous. This condition make the English learner feel difficult to express their feeling. The writer interest to do the research of analysing expressive speech act because basically human is an expressive creature. Moreover the writer as a student who take education field and soon become a teacher, the writer would like to understand how the students express their feeling.

To know more about utterances used to express the feeling, the writer try to find out the Expressive Speech Act performed by students on fourth semester. One of an interesting activity in studying English is speaking. In performing speeches or utterances, we can see directly how the students deliver or share their idea and expressing their feeling each others. The students will combine idea, message, and expression of feeling into a speech composition to be delivered.

Based on the explanation above, the writer concludes that student's conversation is interesting to be analyzed because the writer can see directly how the students express their thanking, congratulating, welcoming, praising, criticizing, complaining, and etc in their speech, then the writer can classify the expressive speech act uttered by students. Therefore, this research has a purpose to study a problem related the expressive speech act entittled *"An Analysis of Expressive Speech Acts Found on Students' Conversatin of Nommensen HKBP University"*.

1.2 Problem of the Study

Based on the background study above, this study is conducted to answer the problems formulated in the following question below:

1. What types of expressive speech acts are performed by students on fourth semester of Nommensen HKBP University?

2. What type of expressive speech act is the dominant one performed by students on fourth semester of Nommensen HKBP University?

1.3 Objectives of the Study

Concerning the problem mentioned above, the objectives of the study are aimed to:

1. To describe the types of expressive speech act performed by students on fourth semester of Nommensen HKBP University?

2. To know the dominant one of expressive speech act performed by students on fourth semester of Nommensen HKBP University?

1.4 Scope of the Study

There are three types of speech act in pragmatics, they are; locutionary act, illocutionary act, and perlocutionary act. As the central of speech act, Illocutionary act also has five types, they are ; directives, representatives, commisives, expressives, and declaration. Further Searle (1985) mentioned that expressive speech act can be devided into; apologizing, thanking, condoling, congratulating, complaining, lamenting, protesting, deploring, boasting, greeting, complementing, and welcoming. The scope of this study is on significantly clasified types of expressive speech act. The writer will focus on identifying types and finding the dominant one of expressive speech act performed by fourth semester students of Nommensen HKBP University.

1.5 Significance of the Study

The present study is purposed for giving both theoretical and practical contributions.

1. Theoritically

This research is hopefully can give more understanding of pragmatics study, particularly speech act. The reader can get further information and knowledge about speech act study in general, and the type of the speech act in particular. It is also hopes that these theories can help the reader to identify the types of expressive speech act and the context of situation occur in the speech act.

2. Practically

(1) For further reseacher :

Hopefully this research can give more information and knowledge related to speech act study, particularly expressive speech act which is dominanly performed by students.

(2) English Teacher/Lecturer :

Hopefully this research can give more information to the teacher about the appropriate utterance to be spoken in the teaching and learning process. By using appropriate utterance will help the teacher to avoid missundertsanding with the students includes to express teacher's feeling and thought by using expressive speech act. Furthermore, the teacher can make the students understand about the material of speech act particularly expressive speech act and teach the student how to use them.

(3) For the Students :

Hopefully this research can help the students to understand the utterences spoken by the teacher including the message brought in the utterences. This research can also help the students to give response in accordance with the teacher's utterences. Futhermore the students can understand kinds of speech act, particularly expressive speech act and understand how to use them.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The understanding of some crucial research theories is essential in the framework of this study which is provided by the writer as the basic foundations and guideliness for readers to follow. In this theoretical review chapter, the writer discusses several kinds of theories related to the research. They have function as the basic foundation in analyzing the data of the research. Those are pragmatics, speech act, classification of speech act, expressive speech act, classification of expressive speech act, public speaking, and context of situation

2.2 Pragmatics

Pragmatics is the study of language which became popular nowadays. Linguists are aware that the effort to get the essence of language will not give the best result without the

understanding about pragmatics. Pragmatics is concerned with the way of speaker using language in context which cannot be predicted from purely linguistic knowledge, particularly semantics, which deals with the internal structure of the language (Griffiths, 2006: 153).

Yule (1996) identify that pragmatics is the study of the relationships between linguistic form and users of those forms. The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak. The big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way.

Other definition of pragmatics is proposed by Yule (1996: 4). In his explanation of the differences among syntax, semantics, and pragmatics, he defines pragmatics as the study of relationship between linguistic form and the user of those forms. The user of the linguistic forms, that is human being, is the characteristic which makes pragmatics different from syntax and semantics. The role of the language user leads the scope of pragmatics to the context of the language itself (Cutting, 2002: 1).

The study of pragmatics covers several subfields or domains, such as deixis, reference, presupposition, implicature, and speech acts. Deixis is concerned with the referring expressions which indicate the location of the referents along certain dimensions. Reference deals with the linguistic forms used 9 by the speaker to enable the listener to identify something. Presupposition is related to the things that the speaker assumes as the case of an utterance. Implicature is associated with the existence of norms for the use language in context. Speech acts are concerned with the use of utterance to perform an act. (Griffiths, 2006) To sum up, pragmatics is the study of how language is being used in relation to the context as it is communicated by the speaker and

interpreted by the listener. Pragmatics will look for further meaning that cannot be captured by semantic theory since pragmatics enables people to interpret the speaker's meaning when they do not exactly say what they mean. Therefore, studying language via pragmatics allow people to gain better understanding.

2.3 Speech Acts

For the first time, Speech acts' term comes from Austin's lectured in Harvard University in 1955. Later, that lectured is published in 1962 under the title *How to Do Things with Words.* Austin says, basically, when somebody says something, he also does something. When somebody uses verb *promises* in *I promise I will come on time,* he does not only say the words but also do the action (promise).

According to Parker (1986:14) speech act as every utterance of speech constitutes some sort of act. Speech act is a part of social interactive behavior and must be interpreted as an aspect of social interaction (Mey, 2009:927).

Searle (1969:18) says if the speech act performed the utterances of a sentence in general function of the meaning of the sentence. speech act also called as the action performed by a speaker with an utterance. According to Yule (1996:47) ,Speech acts defined as the action performed via utterance.ˊ When people have conversation, they not only produce utterance but also perform action.

Speech Acts is the basic analysis in pragmatics. This opinion has relation with the objects of pragmatics which most of them are speech acts in communication. Speech acts' term appears as a result of uttering something, the speakers solely do not just utter something, and there is a meaning behind it. So it can be concluded that speech acts are the activity done by uttering something.

2.3.1 Classification of Speech Acts

In the beginning, Austin (1962:108) identifies three distinct level of action beyond the act of utterances. For him, by saying something, we do something. Austin distinguishes a group of things we do in saying something, which together we sum up: by saying we perform a *locutionary acts*, which is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense. Second, we say that we also perform *illocutionary acts* such as informing, ordering, warning, undertaking, and utterances which have a certain (conventional) force as quoted by Sari (1998 : 15) illocutionary act is what the speaker intended to do by uttering something. Thirdly, we may also perform *perlocutionary acts*: what we bring about or achieve *by* saying something, such as convincing, persuading, deterring, and even, saying, surprising or misleading.

1) Locutionary Acts

According to Austin, locutionary act is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense. He defines this act as the actual form of words used by the speaker and their semantic meaning.

According to Wijana (2003), locutionary act is called *the act of saying something*. This act produces sounds of language which means something. Moreover, this kind of speech acts is the easiest one to be identified since in the process of identifying, it can be done without involving the context of utterance.

2) Illocutionary Acts

Illocutionary act is what the speaker wants to achieve by uttering something, and it can be the act of asserting, promising, apologizing, threatening, ordering, asking, etc. According to

Austin, this act is what the speaker is doing by uttering these words: commanding, offering, promising, threatening, thanking, etc. The function of illocutionary act is not only to utter something, but also to do something. Therefore, this act is known as *the act of doing something*. (Austin 1962)

The purpose of illocutionary act is to produce the utterance known as illocutionary force. By using illocutionary force, the speaker informs something in conversation or communication, then that information will be received by the hearer. The illocutionary force is usually expressed by some verbs called "performative verbs" (Horn Laurence R, Gregory Ed.2006).

The illocutionary act is rather difficult to be identified than locutionary act since we have to consider who the speaker and the hearer are, when and where the conversation happen, etc. Thus, the illocutionary act is a center to understand speech acts.

3) Perlocutionary Acts

The utterance uttered by the speaker usually has a force or effect to the hearer. Deliberately or not, this effect is created by the speaker. This kind of speech act used to influence the hearer is called "perlocutionary act". This act is known as *the act of affecting someone.* Cruse (2000:331) states that perlocutionary acts are performed by means of language, using language as a tool.

Moreover, Yule (1996:48-49) said that depending on the circumstances you will utter on the assumption that the hearer will recognize the effect you intended, for example *'' I have just made some tea''*, it might the speaker want thr hearer to get the tea.

Perlocutionary act appears because of perlocutionary force in the utterance. In other words, perlocutionary act is the effect created by illocutionary act to the hearer, such as shocking, misleading, convincing, etc.

2.3.2 Classification of Illocutionary Acts

Austin categorizes the illocutionary acts into five basic categories of verdictive, expositive, excercitive, behabitive, and commissive. But Searle thinks Austin's taxonomy of illocutionary act contains several weaknesses and needs to be seriously revised. The most important weakness is simply this. There is no clear or consistent principle or set of principles on the basis of which the taxonomy is constructed, then there is also no clear principle of classification and because there is a persistent confusion between illocutionary acts and illocutionary verbs, etc.

Because of those weaknesses, Searle (1969:34-8) presents a list of what he regards as the basic categories of illocutionary acts. Searle's categories are defined as follows:

1) Representatives/Assertives

Representative are to commit the speaker (in varying degree) to something's being the case, to the truth of the expressed proposition. According to Yule, assertives are those kinds of speech acts that state what the speaker believes to be the case or not. In using an assertive the speaker makes the words fit the world (of belief). *Assertive verbs are state, suggest, boast, complain, claim, report, hypothesize, describe, predict, tell, affirm, assert, argue, inform, etc.* For example:

(1) The earth is flat.

In the utterance above, the speaker describes that the earth is flat. The speaker believes the world as he or she believes. In this example, the speaker uses the illocutionary acts of representative (describing).

2) Directives

Directives are those kinds of speech acts that speakers use to get someone else to do

something. They express what the speaker wants. In using a directive, the speaker attempts to make the world fit the words (via the hearer). Directive verbs are *order, command, request, advice, recommend, ask, beg, plead, pray, entreat, invite, permit, dare, challenge, defy, etc.*

For example:

(1) Close the window, Joe!

In the utterance "Close the window, Joe!" the speaker wants the hearer (Joe) to do something (to close the window). The speaker uses the word "close" indicating the illocutionary acts of directive (commanding).

3) Commissives

Commisive are those kinds of speech acts that speakers use to commit themselves to some future actions. They express what the speaker intends. In using the commissive, the speaker undertakes to make the world fit the words (via the speaker). For example promise – request, the point of a promise is to commit the speaker to doing something (and not necessarily to try to get the hearer himself to do it. Commissive verbs are *vow, offer, promise, threat, refusal, pledge, Etc.*

For example:

(1) I promise I will be home tommorow.

In the utterance above, the speaker commits himself to come tommorow (future action). The speaker uses the word "promise" indicating the illocutionary acts of commissive (promising).

4) Expressives

Expressives are those kinds of speech acts that state what the speaker feels. They express

psychological states and it can be statements of pleasure, pain, like, dislike, joy, or sorrow. In using an expressive, the speaker makes the words fit the world (of feeling). Expressive verbs are *thank, congratulate, apologize, condole, deplore, welcome, pardon, blame, greet, mock, praise, compliment, leave-taking, etc.*

For example:

(1) Honey, thank you very much for this surprise.

In that utterance, the speaker expresses his/her psychological states to the hearer for the surprise. The speaker uses the phrase "thank you" indicating the illocutionary acts of expressive (Thanking).

5) Declarations

Declaration are those kinds of speech acts that change the world via their utterance. That act brings about some alteration in the status or condition of the referred to object or objects solely in virtue of the fact that declaration has been successfully performed. In using a declaration, the speaker changes the world via the words. Declaration verbs are *resign, dismiss, christen, name, excommunicate, appoint, sentence, declare, approve, disapprove, bless, cure, nominate, confirm, etc.*

In this, these actions are, as Searle says 'a very special category of speech acts': they are performed, normally speaking, by someone who is especially authorized to do so within some institutional frameworks (Classical examples are judges sentencing, offenders, ministers or religion christening babies, dignitaries naming ships, etc.). In addition, there must an extra-linguistic institution and the speaker and hearer must occupy special places within this institution. It is only given such institutions as the church, the law, private property, the state and a special position of excommunicate, appoint, give and bequeath one's possessions or declare

war

For example:

(1) Christian: Alex, You're fired!

In the utterance "You're fired!", the speaker (Christian) brings a new state of being fired to the worker (Alex). Christian declares that the status of the worker is fired from the company because he was undicipline worker. In this example, the speaker uses the illocutionary acts of declarations (declaring)

To make the explanation about Searle's categories of illocutionary acts more clear, take a look at the table below;

Table 1.1 Five General Functions of Speech Acts (Following Searle 1969)

Speech Acts Types	Direction of Fit	S = Speaker; X = Situation
Expressives	Make the words fit world	S feels X
Directives	Make words fit the world	S wants X
Declarations	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Commissives	Make the world fit words	S intends X

According to the explanation above, Searle defines illocutionary acts based on verb called 'speech act verbs'. By using the verb, it seems to be natural way of expressing a particular speech act. Some linguists require the presence of some recognizable syntactic-morphological or semantic features that will tell them whether or not they are dealing with 'real' speech act.

According to Mey, people clearly do not need a (particular) speech act verb (or even a speech act at all) to perform a (speech) act. Often, when trying to determine what kind of speech

act, people are confronted with, they may have to disregard that form, and instead look for a 'deeper' or 'implied' meaning called 'indirect' speech act.

2.3.3 Classification of Expressive Speech Act

When people express their psychological state, their expressions simultaneously carry out certain acts. These acts are what so-called expressive speech acts. The following utterances are the examples of expressive speech acts; "wow", "excellent result!", "that was stupid", "he has damn well spent our money", etc. Then Searle (1985:211) mentioned that expressive speech acts can be divided into apologizing, thanking, condoling, congratulating, complaining, lamenting, protesting, deploring, boasting, complimenting, greeting, and welcoming.

The first classification of expressive speech act is *apologizing*. The point of apologizing is to express sorrow or regret for some state of affairs that the speaker responsible for. The reason for most of the things that one apologizes for are one's actions, but they need to be actions provided that the speaker assumes responsibility for them. And the second preparatory condition is that the proposition is true and the state of affairs represented by the propositional content is bad for the hearer.

The second is *thanking*. The point of thanking is to express gratitude. Acording to Nickel (2008:2), Thanking is expression of something in which have done in activities of all person. As with apologies, one normally thanks for the actions, but the propositional content need not necessarily represent an action provided that the hearer is responsible. It is important to note that one apologizes to the hearer and one thanks the hearer in each case for something about him and his relation to the state of affairs specified in the propositional content. It is important to notice that one apologizes to the hearer and one thanks the hearer in each case for something about him

and his relation to the state of affairs specified in the propositional content.

Condoling is also a part of expressive speech act. Condolence is a suffering together; it means that knowledge a loss, showing sympathy, or empathizing with someone. The verb "condole" is obsolete and has been replaced by the use of the noun "condolence". Thus one sends one's condolences. When one condoles, one expresses sympathy and the preparatory condition is that the thing in question is bad for the hearer – usually some great misfortune.

The next is *congratulating*. The opposite of "condoling" is "congratulating". In congratulating one expresses pleasure with the preparatory condition that the thing in question is beneficial or good for the hearer. Unlike thanking, and like condoling, congratulating need not involve an act or anything the hearer is responsible for. It may be simply some item or good fortune. The symmetry between condoling and congratulating is reflected in the fact that condoling is expressing sympathy for the misfortune or others; congratulating is expressing pleasure at the good fortune of others. In each case one condoles or congratulates only the person or persons whose fortune or misfortune is involved.

Complaining can be considered as expressive speech act. When one complains, one expresses discontent. The preparatory condition is that what one is expressing discontent about is bad, though this need not strictly be a presupposition since one can complain simply by saying that it is bad. There is no preparatory condition that the hearer must be in any way responsible for what one is complaining about. One can complain about the weather, inflation, or etc. This is why complaining can be either an assertive or an expressive. One can complain by asserting that something is bad or one can simply express one's discontent. One can say, for example, "That was a terrible thing to do" (assertive), or one can complain by saying "How awful" (expressive).

Dissatisfaction is part of expressive speech act which is used when people do not get as

enough as they hope and feel disappointed with some condition, for example we felt the service of a store we visit was not good because the owner didn't give good service to customers, they will say '*'I'm dissatisfied with the service of the store"*. Other example of dissatisfaction expression can be used by people is when something happens unexpectedly or out of people expectation, for example people was really interested going to movie because the trailer of the film they want to watch was really increadible but in reality the film was not good enough, they will say '*'that's horrible movie''*, This kind of expression can be used in many sittuations.

Protesting, like complaining and lamenting, presupposes that what is represented by the propositional context is bad. However, protesting has some specific features of its own. First, the psychological state expressed is not mere sorrow or discontent, but rather disapproval and protesting is a formal expression of disapproval. Secondly, though the hearer may not be directly responsible for the bad state of affairs, he must be able to change it and be responsible for it at least in the sense that he could change it and has not so far done so. Thirdly, protesting is a demand for change. Thus, for example, one protests to the authorities about some political or economic situation, but it would make no sense to protest about the weather; one would not know whom to protest to, though one can certainly complain about the weather.

Deploring, like lamenting, need not be overt speech act. One can simply bewail, bemoan, weep for, or feel outraged about something and thereby deplore it. However, deploring also has a use where it marks an overt speech act, strong expression of sorrow, or discontent, and, unlike lamenting, it seems to carry with it the implication that someone is responsible for the thing deplored. If I lament someone's death, I merely express feelings of sorrow about it. If I deplore his death, I am holding someone responsible for it, even though the person addressed in my deploring may not be the person I hold responsible. I might deplore the death of prisoners in

South African jails, but it would make no sense for me to deplore the weather or the patter of the tides.

Boasting is one of the expressive speech acts as well. Boasting is expressing pride with the presupposition that the thing one boasts about is good for the speaker (and therefore will be admired or envied by the hearer). Boasting, like complaining, can be either assertive or expressive. One can for example boasts by saying that one did something good or that something good happened to one. As remarked earlier boasting does not and could not have a performative use. This is because boasting carries with it the suggestion that the speaker is trying to conceal the fact that he is boasting. Similar remarks apply to brag.

People very often compliment other in communication. To compliment is to express approval of the hearer for something. Complimenting presupposes that the thing hearer is complimented for is good, though it need not necessarily be good for him. One might, for example, compliment him on his heroic and self-sacrificing behavior. Complimenting, like boasting, can be either assertive or expressive. This kind of expressive speech acts is likely to happen in daily life. Greeting is the only marginally an illocutionary act since it has not propositional content. When one greets someone, for example, by saying "Hello", one indicates recognition in a courteous fashion. So we might define greeting as a courteous indication of recognition, with presupposition that the speaker has just encoun tered the hearer.

The last is welcoming. To welcome somebody is to receive him hospitably, and thus welcoming might be defined as an expression of pleasure or good feeling about the presence or arrival of someone. Welcoming, like greeting, is essentially hearer-directed.

2.4 Context Situation

Context factors or situation are important point in studies of speech acts particularly in

relation with discourse in study pragmatics (Cutting: 2002). In other words it can be said that speech acts are context dependent since the context also influences the illocutionary functions.

David Nunan states that context refers to the situation giving rise to the discourse and within which the discourse is embedded.ʼ (1993: 7). From that statement, context is simply defined as the circumstance or situation around which influences the conversation. Thus, it is an essential factor in the interpretation of utterances and expressions.

Furthermore, Nunan (1993: 8) categorizes the context into two types: linguistic and nonlinguistic context. The first one is related to the language surrounding the discourse, while the second one is associated with the other-than language or experimental context within which the discourse takes place. The non-linguistic context includes:

1) the types of communicative events (e.g.: joke, story, lecture, sermon, conversation, and greeting);

2) the topic;

3) the purpose (function, e.g. stating, describing, thanking, and praising);

4) the setting (physical aspects, such as location and time, and psychological aspects: emotional situation);

5) the participants and the relationship within them; and

6) the background knowledge and the assumption of the participants.

Holmes (2001: 8) also proposes that a conversation occurs by the influence of social factors. Those social factors are commonly shortened as 5W (Who, Whom, Where, What, and Why).

   1) The participants (Who or Whom)

'Who is speaking?' and 'To whom are they speaking?' refer to the participants of the

conversation speaker and listener or addressor and addressee. It also includes the relationship occurring between the participants.

2) The setting or social context (Where)

'Where are they speaking?' refers to the settings – physical or psychological contexts - around the conversation. The physical aspect includes the location, time, season, and year. Meanwhile, the psychological aspects involve the feeling of the speaker.

3) The topic (What)

'What is being talked about?' refers to the topic being discussed in the conversational exchange. The understanding of the topic by the participants is necessary to maintain the conversation. Consequently, the same background knowledge and assumption is a must for both the speaker and the listener.

4) The function (Why)

'Why they are speaking?' refers to the purpose of conversation or speech, such as informing, commanding, inviting, suggesting, promising, greeting, congratulating, and thanking.

2.5 Students Conversation

Effective conversation or interaction has two implications. The first one concerns a pleasant atmosphere in the interaction with friendly relationships among the participants of the conversation process. The second one, which is mostly described is the speaker who encourages listener to become effective communicators in a foreign language. Therefore interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. Brown cited in Dagarin (2004 :128) relates interaction to communication, saying that interaction is in fact the heart of communication. Communication has two-way process between the participants in the interacting process.

Interaction can proceed harmoniously or it can be fraught with tension. Malamah Thomas cited in Dagarin (2004-128) states that every interaction situation has the potential for co-operation or conflict. How the situation actually develops depending on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. Needless to say, only when there is cooperation between both sides can communice effectively take place and interacting occur.

Communication is usually undertaken for a purpose. A person has a reason for transmitting a message to someone else. Nolasco and Arthur cited in Dagarin (2004: 129) explain some other purposes of conversation is the creation and maintenance of social relationship, the negotiation of status and social role, as well as deciding on and carrying out joint actions.

Interaction is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play just as important a part as language does. Meanwhile, from the interaction can be seen how the participants cooperate to achieve goal of communication.

Relating to the communication, one element which involves in communication is the utterances produced by students. In this study students' utterances will be the focus of the research. Ghriffths (2006:5) says that each utterance is unique. In spoken language analysis, an utterance is a smallest unit of speech. Relating to the speech acts, the students do not only do action physically but also performing action by produce utterances.Furthermore the writer will observe student's utterances based on conversation recording.

2.6 Previous Study

In this research, the writer have learned some studies from the similar topic in other

researcher. The first previous study of the research conducted by Ahmad Tauchid & Dwi Rukmini (UNNES Bendan Ngisor, Semarang 2016) entitled *The performance of Expressive Speech Act as Found on Wayne Rooney's Facebook.* The research focus on Expressive Speech Act Used by Wayne Rooney in his facebook. It descibed that he difinited expressive speech act into twelve types as classified by Searle, those are ; (apologizing, thanking, condoling, congratulating, complaining, lamenting, protesting, deploring, boasting, complementing, greeting, and welcoming). The result of this research pointed that most of exprresive speech act on Rooney's Facebook is *boasting* as the dominant one, as much as *46%*. It turned out also what Wayne Rooney on his facebook had a lot of effects on the hearers which were realized in the form of comment. This study has similarities with my study because both of them are focus on analysing expressive speech act. The result of this research will be used by researcher as a reference to conduct the writer's research.

The second previous study of this research conducted by Lalu Banu Sirwan & Yuyun Yulia (Sarjanawiyata Tamansiswa University 2017) entitled *An Analysis of Expressive Speech Acts Used by Steve Rogers as The Main Character in Civil War Movie.* The findings of their research showed that 2.17% expressive of whising, 2.17% expressive of congratulating , 2.17 % expressive of condolence, 8,88% expressive of thanking, 40 % expressive of attitude, 8.88 % expressive of apology, 4.44 % expressive of greeting, 6.66 % expressive of lamention, 6.66 % expressive of agreement, 17.77 % expressive of exclamation. It showed that expressive speech act of attitude was found as the most Expressive Speech Act performed by Steve Rogers as the main character in Civil War movie. This second previous research has different result with first previous research above, 40 % expressive of attitude found as the dominant one of expressive speech act. This study also has similarities with my study because both of them are focus on

analysing expressive speech act. The result of this research also will be used by researcher as a reference to analyse expressive speech act.

The last previous study of the research conducted by Ahmad Syafi'i (State of Islamic University Malang 2014) entitled *Analysis of Expressive Illocutionary Act Used by Prime Minister Tony Abbott's Speech in Astralian Parliament.* The finding of this research showed that Tony Abbott used several Expressive Speech Act in his speech, such as expressive of grattitude, expressive satisfaction, expressive of wishes, and expressive of attitude. While Tony Abbott dominantly used *Expressive of Satisfaction* in his speech. This last previous research also found the similarity with my reserach, that is the focus of the research is analysing the expressive speech, but the differences is the writer will try to find out the expressive speech act occurred on students conversation. Those all previous studies will be used by writer as the reference and information in analysing exprssive speech act performed by students.

2.7 Conceptual Framework

Language plays a very important role in human life because it enable people to communicate and interact with other people. Generally people used language to express messages, convey various stories, thoughts, and experiences. Because of the importance of language functions, people can't be separated from the language use. If it's viewed from its function, language is a tool used to provide information between one communicant and another. Communication is the process of delivering a message by someone to someone else to tell or to change attitudes, opinions or behavior both directly or indirectly.

Pragmatics is concerned with meaning in the context of language use. In everyday language, sometimes the meanings of words are not explicitly stated. In certain situations, words can have a certain meaning. People might think that words always have a specifically defined
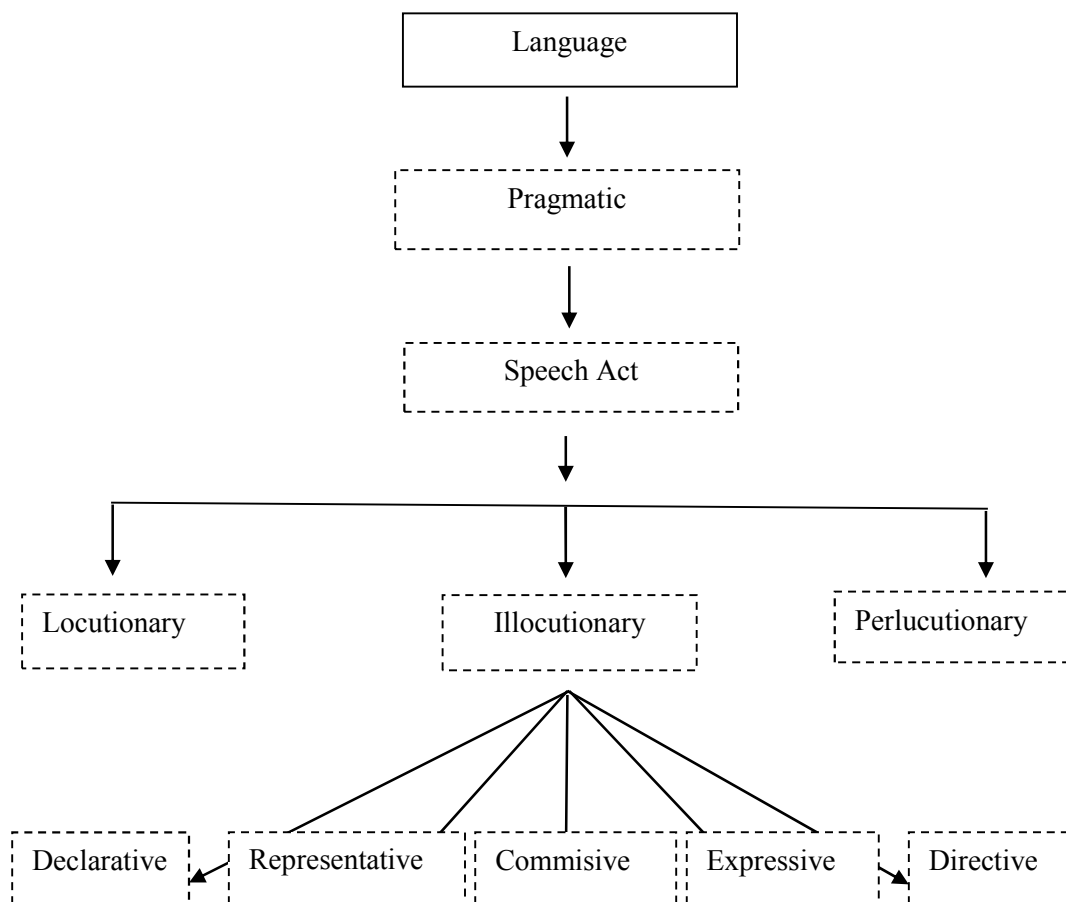
meaning, but that is not always the case but the definition might be a bit confusing.
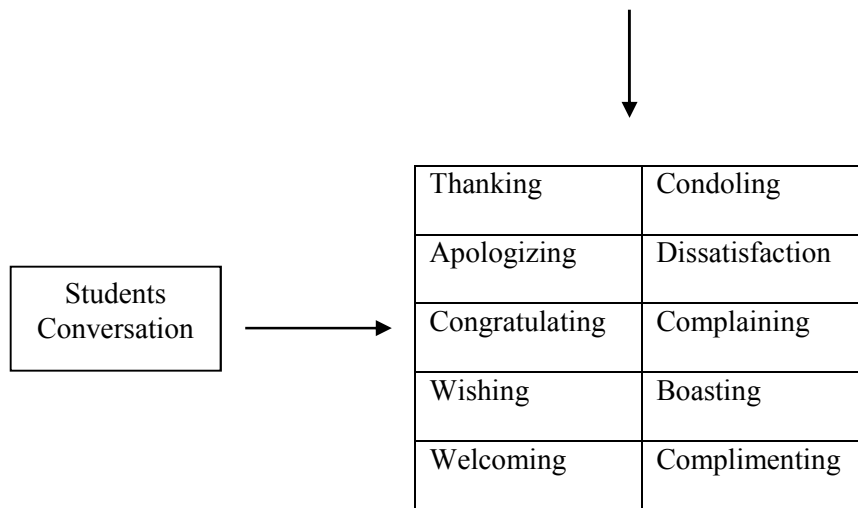
One part of the pragmatics that discusses more deeply about the use of language in certain contexts is the speech act. Austin (1962:108) classified speech acts into three. They are locutionary act, illocutionary act, and perlocutionary act. Locutionary is act of saying something: producing a series of sounds which means something. Locutionary act refers to the literal meaning of what is said. Illocutionary act is performed in saying something, and includes acts such ach betting, promising, denying, stating, predicting, ordering, and requesting. The last, perlocutionary act is producing effect on the hearer of what the speaker says.

The concept of an illocutionary act is central of speech act concept. Illocutionary acts have a force as an aspect of speaker meaning. It means when speakers produce utterances, they have power to control someone else to do something in accordance with what they desire. Searle (1969) classify five classes of illucotionary acts. The first is representatives. It is kind of speech acts that commit the speaker to the truth of the expressed proposition and thus carry a truth value. The second is directives. It is kind of speech acts that represent attempts by the speaker to get the addressee to do something. The third is commisive. It is kind of speech acts that commit the speaker to some future course of action. The fourth is expressive. It is kind of speech acts that express a psychological attitude or state of the speaker such as joy, sorrow, and likes/dislikes. The fifth is declarative. Delcarative act is made by someone who is especially authorized to do so within some institutional framework. It is to bring something about the world, changing someone status, such as declare, fire, baptise, etc.

In this study the writer will have the data of expressive speech act used by students in their conversations. Searle (1986) classify expressive speech act into; *thanking, apologizing, congratulating, complimenting, condoling, complaining, wishing, boasting, dissatisfaction, and*

welcoming. The writer will identify types and find out the dominant expressive speech act used by students. The framework of this study can be seen from the conceptual framework below:

```
                    ┌──────────────────────┐
                    │      Language        │
                    └──────────────────────┘
                               │
                               ▼
                    ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐
                    │      Pragmatic       │
                    └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘
                               │
                               ▼
                    ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┐
                    │      Speech Act      │
                    └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘
                               │
                               ▼
```

| Locutionary | Illocutionary | Perlucutionary |

| Declarative | Representative | Commisive | Expressive | Directive |

↓

Thanking	Condoling
Apologizing	Dissatisfaction
Congratulating	Complaining
Wishing	Boasting
Welcoming	Complimenting

Students Conversation →

Figure 1.1 Conceptual framework

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology of this research includes research design, the source of data, instrument of collecting data, technique of collecting data, technique of analyzing data, and validity (triangulation).

3.1 Research Design

In this research the writer used descriptive qualitative method to analyze the data, in order to understand the expressive speech acts phenomenon of the students and the audiences on public speaking situation. Qualitative research methods provide more emphasis on interpretation and providing consumers with complete views, looking at contexts, environmental immersions and a depth of understanding of concepts (Tewksbury 2009 p.39). The writer used qualitative research method because the writer is concerned to analyze students' utterances which consist of

expressives in the form of words, phrases, clauses, and sentences.

Furt In addition, Moleong (1990: 3) states that qualitative descriptive research is the research result of the descriptive data in written form which has been observed by people. As stated by Creswell (1998:15), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The writer built a complex holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting.

3.2 The Source of the Data

The source of the data was taken from students' utterances of Nommensen HKBP University which is located at Jl. Perintis Kemerdekaan, Medan. There were three classes category, each group consists of 35-40 students. The writer chose 10 students randomly from those three groups. According to Arikunto (2002: 109) "random sampling is a single way to obtain the representative sample'' Twriter chose this object because based on the writer's observation it was found that the material about speech act will be thought in Sociolinguistic class. The writer analyzed students' utterances by using direct observation.

3.3 The Instrument of Collecting Data

This research involved the writer herself as the main instrument. This is in accordance with the nature of qualitative research in which Bogdan and Biklen (1982: 27) point out that the key instrument of the qualitative research is the researcher himself/herself. Therefore, the writer used observation and questionare as the instrument of collecting data

In this research, the observation was done by using audio recorder to record the utterances performed by the students and made some notes in helping the writer analyzed the data. Besides observation, questionare is also used to discover the problem openly and support

the result of data observation.

3.4 The Technique of Collecting Data

The writer used some techniques of data collection in this research. The techniques were observation and questionare. Observation was the technique of collecting data by seeing the phenomenon deeply and giving the evidence of it. Then, according to Sukmadinata (2011: 221-222). Questionare was given to students to support and to be combine with the result of data observation.

Some procedures were followed after conducting the observation. The steps were as follows:

1. Recording students' utterances directly inside or outside of class.

2. Listening the recording and trying to understand the utterances performed by the students;

3. Transcribing the data into the written form;

4. Listening the recording again to check the accuracy of the data;

3.5 The Technique of Analyzing Data

The data analye used the theory of Miles, Huberman & Saldana (2014) concept. The figure is able to see below:
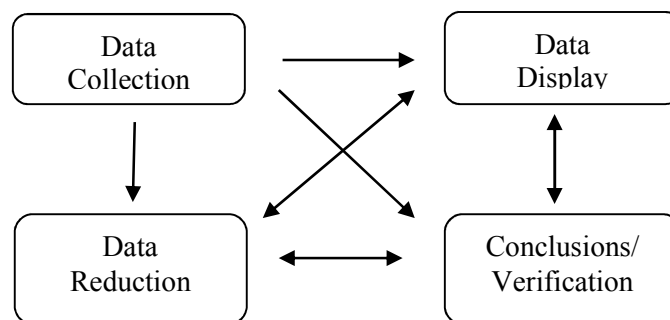
Figure 2.1: Component of Data Analysis by Miles, Huberman & Saldana (2014)

1. Data Reduction

   Data reduction is the process of summarizing, selecting, focusing data, and discarding the unnecessary data (Miles, Huberman & Saldana (2014). This stage the result of observation and questionares was reduced by the writer and carried out the data reduction into brief description.

2. Data Display

   Presentation of the data is done after the data has been reduced or summarized. The data obtained from observations and questionare were analyzed then presented in the form of field notes. The data which already presented field notes is coded to organize data then easily analyzed by the writer.

3. Verification

   The final step of this data analysis is drawing conclusions or verification. Based on the data reduced and presented, the writer drawn the conclusions by supported strong evidence at the data collection stage. The conclusions are the appropriate answer to the problem study of this research.

3.6 Validity (Triangulation)

   The trustworthiness of the data needs to be checked to examine the validity of the data. In this research, the writer used the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about same social phenomenon, rather than the purpose of triangulation is to increase ones' understanding of what ever being investigated. William Wiersma in Sugiyono (2007:372) also stated that triangulation is the qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures''. Norman Denzim (1978) identify triangulation into 4 types, they are;

1. Data Triangulation

Data triangulation relates to the use of variety data or information including time, space, and person in a research. Data triangulation is the process rechecking and comparing information by writer which obtained in the different source. To get the data, the writer will compare observation data with and interview data. The writer compare students' utterances, informant information, and circumstances or perspective of different people in similar context.

2. Investigator Triangulation

Investigator triangulation relates to the use multiple researcher in getting more valid data. Writer need to work in team to do the research to make sure the validity of the data.

3. Theory Triangulation

Theory triangulation relates to the use of two or more theories which is combined when examining situation and phenomenon. Some theories supports both of way of collecting and analyzing data need to be created more complete to give more comprehensive data

4. Methodology Triangulation

Methodology triangulation relates to the effort of checking the data or data result. The aim is to conduct situation and phenomenon by using some methods. Methodology triangulation is similar with the mix of method approaches used in social science research, where the result from one method are used to enchance, argument, and clarify the result of others.

In this research the writer used methoodology triangulations. The combined the result of data observation and data questinare to validate the data.