

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Linguistics is the study of language, it is concerned with human language as universal part of human behavior and Abilities. The part of linguistics that is concerned with the structure of language is divided into a number of subfields: Phonetics, Phonology, Morphology, Syntax, Discourse Analysis, Semantics, Pragmatics, Historical Linguistics, Sociolinguistics, Neurolinguistics, and Classification of Language. One of them is Pragmatics.

Pragmatics is a branch of linguistics that addresses the relationship between the context outside the language and the purpose of speech. Foreign language means not beyond speech which means speech. The purpose cannot see only from the form and meaning, but also from the place and time of speaking, who is involved, the purpose, the form of speech, the method of delivery, the speaking tool, the norms, and genre. The field of study relating to the use of language in the context of the so-called pragmatics field of the study are Deixis, Presupposition, Politeness Principle, Hedges, Cooperative Principle and Implecatures, and Speech Acts.

Speech act is a topic that can be discussed in pragmatics. It is the basic or minimal unit of linguistics communication. It is an utterance that has performative function in language and communication. It can be performed when we offer an apology, request, complaint, invitation, compliment, or refusal. In speech act, while speaking, the speaker the only say something but also do something. Then they expect the listeners to recognize the functions of the sentences they speak and to act accordingly. In this case, the listener figure out what a sentence was meant to express and carry forward to purpose of the speaker. Whenever the speaker ask ask a question, for the example, they

expect their listeners to realize that it is a request for information. If the listeners fail to appreciate this intention, they are judged as having misunderstood. Speech acts are divided into three: Locutionary, Illocutionary and Perlocutionary.

Illocutionary act is central to, if not identical with the concept of a speech act. Although there are numerous opinions as to what illocutionary act actually are, there are some kinds of act which are widely accepted as illocutionary, for example promising, ordering someone, and offering.

Speaking skill is the skill speaking that students will be judged upon most in real-life situations. It is an important part of every interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. The teachers have a responsibility to prepare the students as much as possible to be able to speak English in the real situations. When they were asked to introduce themselves, students made many mistakes both in grammar and pronunciation. Many students often asked the teacher many vocabularies that they wanted to use when introducing themselves. The dialogues as the model text didn't include the vocabularies that they wanted to use to introduce themselves. The students didn't really interact during the class.

Based on the writer's experience for 3 months in doing PPL in SMP Negeri 31 Medan, not all students have the ability to speak English well. Some of them have different abilities. They are in vocabulary, understanding in English, and the ability to speak in English. So when the teacher asks the students, they are reluctant to answer the teacher's questions in English. It was due to the lack of vocabulary of the students when the teacher teaches the students in classroom, she uses speech acts in their teaching. She uses kinds of speech act, there are direct and indirect speech act. Direct speech act is the speech where, it uses the denotative meaning. Indirect speech act is cases where there is no direct match. Indeed, based on Searle's Theory there are five types of speech act namely, assertive,

commissive, directive, declaratory and expressive. An example : Teachers says : “Open your English book page 56”. This means , the teacher as speaker want the students as hearer open their English book page 56. This utterance is a directive types because the speaker wants the hearer to do something from its utterance that is open the book page 56.

According to Searle’s in Gunther 2002 : 142 . . . “illocutionary acts, there are only five *illocutionary points* that speakers can attempt to achieve in expressing a propositional content with an illocutionary force: these are the *assertive, commissive, directive, declaratory and expressive illocutionary points.*” based on the background of the study above. The writer will conduct study titled **”An Analysis Of Illocutionary Acts On The English Teacher’s Speaking On Learning Process Of SMK Negeri 5 Medan”**

## **1.2 The Problem of the Study**

According to related background of the study, the writers formulated the problem of the study as the follow:

- 1) What types of Illocutionary Acts occur on the English teacher’s speaking on learning Process of SMK Negeri 5 Medan?
- 2) What types of Illocutionary Acts are the dominatly used by the English teacher’s speaking on learning Prcess of SMK Negeri 5 Medan?

## **1.3 The Objective of the Study**

Based on the problem of study, the objective of study is :

- 1) To find out the types of illocutionary acts of the speaking by the English teacher’s on learning process of SMK Negeri Negeri 5 Medan?

- 2) To find the most dominants of illocutionary acts used by the english teacher's on learning process of SMK Negeri Negeri 5 Medan

#### **1.4 The Scope of the Study**

The scope of study is focused on an analysis of illocutionary in speaking by students and english teacher of SMK Negeri Negeri 5 Medan. There are 5 types of Illucotinary acts based on Searle's theory. They assertive, commissive, directive, declaratory and expressive. This study is limited to analyze the use of those types in learning process.

#### **1.5 The Significance of the Study**

The result of this study is expected to he useful and meaningful in theoretically and practically relevant, the findings of this study are expected to contribute to:

##### 1.5.1 Theoretically ;

- 1.)this study is expected to provide theoretical insights to the linguistic field particularly to the study of pragmatics with focus on illocutionary acts.

##### 1.5.2 Practically ;

- 1.)to the writer's : the writer's research findings will give advantages to the English teacher and to effort of devoloping the teaching of teachers illocutionary acts in learning process at Senior High School.
- 2.)to the teachers : Can serve as a reflection tool on how speech acts should be performed in the teaching and learning process. Thus, the English teachers can evaluate their teaching in the future regarding the use of illocutionary acts.
- 3.)to the future researcher : The result of this study can be used as references for next researchers.

**CHAPTER II**  
**REVIEW LITERATURE**

**2.1 Theoretical Framework**

This chapter presents the literature review and conceptual framework. The literature review provides the readers with the underlying theories related to the problems of the research. The conceptual framework is presented to highlight the researcher's own position on the problems.

## **2.2 Linguistics**

People use language in their daily life in order to be able to communicate with others. It is used to express their inner thoughts and emotions, ask for favors, make promises. Besides, it is also used to fulfill their wants and needs, as well as to establish rules and maintain their cultures.

In the opinion of Chomsky in (Wardhaugh, 2005 : 2-3), linguistics theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distraction, shifts of attention and interest, and error ( random characteristic) in knowledge of the language in actual performance.

According to Holmes (2001:3) language provides a variety of ways of saying the same thing—addressing and greeting others, describing things, paying compliments. It can convey objective information of referential kind and it can also express how someone is feeling.

Based on the opinion explained by experts above, the writer concludes that linguistics is the study of human language that can be used by someone to interact with other people in order to build good communication.

## **2.3 Pragmatics**

Communication in society happens by means of language. However, the users of language, as social beings, communicate and use language on society's promises; society controls their access to the linguistic and communicative means. Pragmatics, as the study of the way humans use their

language in communication. Based it self on a study of premises and determines how they affect and effectualize human language use.

Mey (2006:6) stated that pragmatics studies the use of language in human communication as determined by the conditions of society. Therefore, a pragmatics perspective will focus on the social factors that make a certain language use and make the language to be more or less acceptable.

Yule (1996:3) argued that there are four areas that pragmatics is concerned with First, Pragmatics is the study of speaker meaning. In this case pragmatics tends to analyze what people mean by their utterances. Second, pragmatics is the study of contextual meaning. In this case, pragmatics involves in the interpretations of what people mean i.a particular context and how the context influences what is said. It requires a consideration of how speaker organize what they want to say in accordance with who they're talking to, where, when and under what circumstances. Third, pragmatics is the study of how more gets communicated than is said. We might say that this type of study is the investigation of invisible meaning. It explores how listeners can make inferences about what is said in order to arrive at an interpretation of speaker's intended meaning. Fourth, pragmatics is the study of expression of relative distance.

Kreidler (1998:19) also state his explanation about pragmatics. According to him, their chief focus of pragmatics is a person's ability to derive meanings from specific kind of speech as speech situation-to recognize what the speaker is referring to, to relate new information to what has gone before, to interpret what is said from background knowledge about the speaker and the topic of discourse, and to infer or 'fill in' information that the speaker takes for granted and doesn't bother say.

After seeing and understand the explanation of linguistics about pragmatics, the writers argues that whenever someone(speaker) say utters something, it means that his utterance means something that must be understand and interpreted by another (hearer).

## **2.4 Speech Acts**

People do not merely create a set of grammatically correct utterances when they speak but they also perform some functions via those utterances. This is the basic idea of speech acts in which people use language to perform actions.

As defined by Yule (1966: 47), speech act is an action performed via language. Through speech acts, people can perform a single utterance with more than one act. People can perform requests, commands, apologize, promises and so on.

Similar to Yule's definition, Aitchison (2003: 106) defines speech acts as a sequence of words that behave somewhat like actions. By performing speech acts, the speaker is often trying to achieve some effect with those words; an effect which might in some cases have been accomplished by an alternative action. For example: "It is so hot in here."The utterance above can be regarded as a request to turn on the fan or air conditioner. If the hearer recognizes the speaker's intention, she/he will definitely turn on the fan or the air conditioner.This circumstance is called speech event. This is the nature of speech event in which it will determine the interpretation of an utterance as performing a particular speech act.

In conclusion, speech acts are those utterances used to accomplish such actions. It is important to bear in mind that to understand how the acts work, one cannot simply ignore the role of context around the utterances.

### **2.4.1 The Elements of Speech Acts**

The basis of Austin's theory (1978) in his posthumous paper, whenever one says something, three simultaneous acts are performed. There are namely; Locutionary act, Illocutionary acts, and Perlocutionary acts

#### **2.4.1.1 Locutionary Acts**

It is the acts of speaking, act involved in the construction of speech, such as uttering certain sounds or making certain mark, using particular word and using them in conformity with the grammatical rules of a particular language and with certain senses and certain references as determined by the rules of the language from which they are drawn. This act performs the acts of saying something. It formulates as *S* say to *H* about *X*, in which *S* refers to *speaker*, *H* refers to *hearer*, and *X* refers to *the certain word spoken with a certain sense and reference*. He asserts this act as the basic of utterance: For example: teacher says: "Knock the door"! The Illocutionary act is the relation of the speaker (speaker) utterances.

#### **2.4.1.2 Illocutionary Acts**

It is the function of the word, the specific purpose that the speaker's have in mind. An Illocutionary act is complete speech act, made in typical utterances that consist of; the delivery of the propositional content of the utterance (including references and a predicate); a particular illocutionary force, where by the speaker. *Assert, suggest, demands, promises, and vows*. The formulation of Illocutionary act is in saying *X*, *S* asserts that *p*. *P* refers to the proposition or basic meaning of an utterance. For example; Boy says: "*I swear to give it back next time*" to Mary. It is used to perform the illocutionary act as *promising*. In saying that, the speaker make a promising to the hearer.

#### **2.4.1.3 Perlocutionary Acts**

It is effect of utterance of listener's reaction. A perlocutionary act is a consequence or by product of speaking whether intended or not. As the name is designed to suggest, perlocutionary are act

performed by speaking. Austin said that, perlocutionary consist in the production of effects upon the thoughts, feeling or action of the addressee(s), speaker, or other parties such as causing people to refer to a certain ship as the Josep Stalin, producing the belief that San and Mary should be considered man and wife, convincing an addressee of the truth of a statement, causing an addressee to feel a requirement to do something, and so on.

Example : Teacher: The classroom is very hot

Student: Yes miss, I will turn on the AC

Teacher: Thank you dear

The perlocutionary act is the teacher wants student to turn on the AC because the classroom is very hot, then students understand what the teacher said and he does what the teacher means.

## **2.5 Classification of Illocutionary Acts**

In speech acts, there are definite differences between telling to someone, asking someone to do something, expressing something or committing. In order to be able understand the differences, it is need to distinguish speech act into some categories.

Searle as cited in Gunther (2002:142) taxonomy of elementary illocutionary acts, there are only five *illocutionary* points with an illocutionary force: these are the *assertive, commissive, directive, declaratory and expressive illocutionary acts points*.

### **1) Representatives**

Representatives are those kinds of speech acts used to represent a state of affairs; which have a word-to-world fit. Statements of fact, assertions, conclusions, and descriptions are such forms of representatives in which people represent the world as they believe it is. Adds that these acts can be used to perform some functions such as describing, claiming, hypothesizing, insisting and predicting.

Representative is very subjective as it is based on speaker's belief. Thus, the belief may have different degrees of force. For example :

- 1) The earth is flat = this is a statement
- 2) Rian didn't write about peanuts = this is an information
- 3) It was a warm sunny day = this is a statement

## 2) **Directives**

Directives deal with the acts that speakers use in the attempt of getting someone else doing something. These types of speech acts express the speaker's wish in which the future act is carried out by the hearer. The direction of fit directives is world-to-word. The illocutionary acts forces of these acts encompass commanding, ordering, requesting, suggesting, inviting, forbidding, and so on. In addition, proposes that directives can be perceived negative and positive. The examples below are such kinds of directives:

- 1) Give me a cup coffee. Make it black = This is an order
- 2) Could you lend me a pen, please? = This is a request
- 3) Don't touch that. = This is a prohibitor

## 3) **Commissives**

Commissives are those kinds of speech acts that speakers use to commit themselves to some course of future actions. In performing commissives, an intention is expressed by the speaker and the proposition in terms of future act will be done by the speaker. Adds that promising, threatening, refusing, and pledging, offering, vowing and volunteering are some examples of illocutionary forces that fall under the category of commissives. These following utterances illustrate the use of commissives:

- 1) I'll be back = This is a promise

- 2) We will not do that = This a refusing
- 3) I will be marriage you = This is a vow

#### 4) **Expressives**

Expressive are those words and expressions that state what the speaker feels. A wide range of psychological states can be expressed and the proposition ascribes an act to the speaker or the hearer. Illocutionary force of these acts can be in the forms of apologizing, condoling, praising, congratulating, thanking and the like. For example, the utterance 'The dress looks nice on you' can be regarded as the act of complimenting. In this case, the speaker may use compliment to express his or her admiration and praise toward the hearer's appearance. The speaker may also want to show his or her approval of the hearer's taste of the dress.

#### 5) **Declarations**

Declarations are those kinds of words and expressions that change the world via their utterances such as betting, naming, baptizing, marrying and so on. A special institutional role in a specific context is required in order to perform a declaration appropriately. If the speaker doesn't have that role, her or his utterance will be infelicitous or inappropriate. The example below illustrates the act of declaration: I now pronounce you husband and wife. The utterance above can only be appropriate and successfully performed if it is said by the priest. Thus, the utterance has an effect in which it turns two singles into a married couple.

### 2.6 **Theory of Learning**

Learning are two inseparable facets. They are in nature are complex and challenging activities both for the teacher and the students. To create such an effective teaching and learning process, teachers need to know some principles about teaching. For a better understanding, it is important to understand the concept of teaching and learning itself.

According to Brown (2000: 7), a search in contemporary dictionaries reveals that learning deals with “acquiring or obtaining knowledge of a subject or a skill by study, experience, or instruction”. He then, breaks down the definition of learning into more specific ways:

- 1) Learning is acquisition or getting.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

Similar to Brown’s last component of the definition of learning, Kimble and Garnezy as cited in Brown (2000: 7) advocate that learning not only deals with getting knowledge but also leads to permanent change in behavior caused by reinforced practice. The change in behavioral tendency, however, cannot be seen directly after someone learns a certain subject. There are also probably other factors that influence the change in behavior.

In preference to learning, there is another term which is often associated with learning called acquisition. Krashen as cited in Stern (1983: 20) makes distinction between learning and acquisition. He claimed that language which is acquired subconsciously and similar to the process children undergo when they acquire their first language. He view, when learners acquire language, they do not focus on the language components such as grammar and vocabulary. Instead, the process of acquisition happens naturally and subconsciously contrasted to the deliberate teaching in classroom.

Learning, on the other hand, refers to the conscious development particularly in formal school-like settings. Thus, language that is learnt where learnt means taught and studied as grammar and vocabulary, is not available for spontaneous use in this way. It implies that learning language comprises a conscious process which results in conscious knowledge about language such as the knowledge of grammar rules.

Furthermore, Allwright as cited in Harmer (2001: 70) argues that language learning will take care for itself when learners are involved in the process of solving communication problems in the target language. He bases his hypothesis based on the way he had been teaching. He claims that the best way of learning language is when the learners are exposed to the language and forced them to use it instead of exposing the learners to grammar and vocabulary. It means that to successfully master the language, the learners need to use the language optimally.

From the definitions given above, it can be concluded that learning is a process of getting knowledge and skill through conscious way such as study and instruction which may also lead to a change in behavior.

## **2.7 Elements of Learning**

The success of teaching and learning process is dependent upon many factors. There are some elements that contribute to the success of teaching and learning process which include:

### **2.7.1 Teacher**

A teacher holds vital roles in the teaching and learning process. The quality of teaching and learning process is determined by the teacher. Within the classroom, teachers serve a range of roles that may change from one activity to another. They must be fluent in adopting the roles to achieve the effectiveness of teaching and learning process.

Harmer (2001: 56) states that there are many roles that the teachers should hold in order to facilitate the students' progress and enhance the teaching and learning process. Those are:

1) Controller

In educational context, this is the most common role held by the teachers. This role is generally believed by the teachers who view their job as the transmitter of knowledge. Controllers typically tell students things, manage drills, read aloud and various other ways that exemplify the qualities of teacher-centered classroom. However, this role makes sense when the teachers need to make announcements, give explanation or lead a question and answer session. An appropriate degree of control by the teacher over the class is vital in formal language teaching.

2) Organizer

This role is crucially important to be performed by teachers when it is required. It is usually dealing with that of organizing students to do various activities. As an organizer, teacher typically gives the students information, tells them how they are going to do the activity, puts them into groups or pairs, and finally closes things down when it is time to stop. The role of organizers involves engaging, instructing, initiating and giving feedback. After getting students engaged in the activity, the teacher can go on giving necessary instructions to the students like telling them about what and how they should do the activity. The instruction should be delivered clearly so that the students know what they are actually going to do. Then, the teacher can start or initiate the activity. At this point, the teacher is supposed to tell the students the time to start and to stop the activity. After the students finish the activity, it is necessary for the teachers to give the students feedback dealing with their performance during the activity.

3) Assessor

When the teachers act as assessors, they usually deal with criticizing or offering feedback and correction on students' performance, handing out grades, passing students to the next level, etc. Giving assessment is such an emotionally sensitive issue. Students need to know and for what they are being assessed. Thus, teachers should tell the students the purpose of assessment and the criteria of success of the tasks they perform. Though this is such a sensitive issue, the teachers need to be objective and fair on giving assessment towards the students' performance. It can be made far more acceptable if it is given with sensitivity and support.

#### 4) Prompter

When teachers adopt some kind of a prompting role, they tend to encourage students to think creatively when they face difficulties during the activity. For example, in such situations where the students are lost for words, the teachers will push them forward in a discreet and supportive way. It is important to note that when the teachers act as prompters, they should do it sensitively and encouragingly.

#### 5) Participant

Teachers can also play a role as participants during the activity. Acting as participants has some benefits. Teachers can live up the teaching and learning process from the inside instead of always having to prompt from outside of the group. When the teachers succeed in enlivening things, the students will enjoy having the teachers with them. However, there is also a danger of having the teacher as participants. Teachers can easily dominate the activities. This is hardly surprising since teachers are more fluent in English than the students are. Moreover, the teacher is still regarded as the teacher who has more power than students and they tend to be listened to with greater attention.

6) Resource

Being a resource means that teachers want to be helpful and available when students need some help during the activities. In such situation, students might want to know information about something which leads them to ask questions to the teachers. This is where teachers can act as resources. However, teachers need to be careful when they play the role as resources. They have to resist the urge to spoon-feed for students if they do not want the students become over reliant on them.

7) Tutor

Acting as a tutor is a combination of the roles of prompter and resource. The term implies a more intimate relationship than that of a controller or organizer. Hence, it is rather difficult to be a tutor in a very large group. It is essential for teachers to act as tutors from time to time since the learners have a real chance to feel supported and helped. As a result, the atmosphere of the class will be greatly enhanced.

8) Observer

Observing students during the activities is important so that teachers can give them useful feedback on their performance. Teachers need to be careful when observing students. They should avoid drawing attention to themselves in order to not distract the students from the task they are involved in. Observing students can also be used to judge the success of different materials and activities they take into lessons. Hence, teachers can evaluate the materials in the future. Those are some roles that teachers can take within classroom during the teaching and learning process. They should be able to switch between the various roles depending on the situation they face. Teachers also need to be aware of how they perform the role.

### 2.7.2 Learner

Learner is a key participant in the teaching and learning process. Teaching activity cannot be conducted if there is no student attending the class. Age is a major factor that determines the content to teach and the way teacher teaches the students. Harmer (2001: 37-40) classifies the students based on the age differences into three categories: young children, adolescents, and adults.

Young children are those learners up to the ages of nine or ten. They learn differently from older children, adolescents and adults. Here are the ways young children learn:

- (1) They respond to meaning even if they do not understand the words.
- (2) They tend to learn indirectly.
- (3) Their understanding often comes from what they see and hear especially when they have a chance to interact.
- (4) They are enthusiastic and curious about the world around them.
- (5) They have a need for individual attention.
- (6) They are fond of to talk about themselves.
- (7) They have a short attention span which makes them get easily bored.

Adolescents are those learners who are at the stage of searching for individual identity. Teenage students are often disruptive in the class. There are a number of factors that cause them to behave like that such as the need for self-esteem, the peer approval, and the boredom they feel. Teacher should be able to control and manage them. If the teacher succeeds in controlling them in a supportive way, the students will be less likely disruptive especially when the challenge is met. Apart from the disruptive behavior, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Thus, it is the teacher's job to provoke student engagement with material which is relevant and involving as well as to boost their self-esteem.

Like young children and adolescents, adult learners also have not able characteristics. They are:

- (1) They can engage with abstract thought.
- (2) They have expectations about learning.
- (3) They are more disciplined than some teenagers.
- (4) They have a lot of experiences so that teachers can use a wide arrangea ctivities with them.
- (5) They have a clear understanding of their purpose of learning.

However, adults are not entirely free from problems. Their characteristics sometimes may cause problems during the teaching and learning process. Since they have a lot of learning experiences, they can be critical of teaching methods. Moreover, they may also worry that their intellectual power may be diminishing with age. They may also feel anxious since they have experienced failure in their previous learning.

## **2.8 Definition of Speaking**

Speaking is a language skill through which someone can express ideas or information to the others. In the same way, Brown (2003: 140) defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who is to what, to whom an about what. Learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand spoken language, because more concern for arrangement of speaking efforts is required in the part of the teacher.

Furthermore, speaking has been considered as the most challenging of the four skills. It is supported by the fact that in speaking, it involves a complex process of constructive meaning. The process itself requires speakers to make decision about how, why, and when to communicate to others by considering the culture and social context. Luoma (2004: 26) argues that speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic features, may at first sight seem to emphasize form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well.

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form by considering culture and social context occurred.

## **2.9 Previous Research**

Previous study gives contribution along the process of understanding the case and leads the researcher to find the relevant theorist. There are two previous studies utilized as the reading materials before, the researcher finds the relevant theories to strengthen her analysis.

The researcher presents two here considering the similarities to her study they are A Speech Act Analysis of Teacher Talk In An EFL Classroom, and Speech acts On EFL Learners Teaching Performance and Its Implication In Teaching and Learning Activity.

Basra.2017 A Speech Act Analysis of Teacher Talk In An EFL Classroom *Internasional Journal of Education* Vol.10 No. 1 “Based on the findings and discussion, four classifications of speech acts are found from the data (teacher talk). The total of the utterances uttered by the teacher in one meeting of teaching and learning is 673 utterances. Four classifications have different portions, with directive speech acts as the dominant one, taking over 70% of the utterances. The second dominant classification is representative speech act for 21%. The expressive and commissive speech acts have small portions, namely 6% and 3%, respectively. The teacher argued that her reasons of using more

directive speech acts are only to get students to talk more and to carry out the principle of Communicative Language Teaching as what she believes. The implication which can be drawn from the finding is that using directive speech acts which involves posing a lot of question, requesting, or commanding contribute to students' achievements, especially in productive skills. It is because by posing a lot of questions students are encouraged to answer the question and keep talking. Therefore, the choice of language and speech acts affects the teaching and learning as well as the teacher and students.

Speech acts On EFL Learners Teaching Performance and Its Implication In Teaching and Learning Activity. " In learning and teaching process, it is not impossible for the teachers to produce some speech acts in their communication. The producing of speech acts may have their own function and meaning depends on the context of the communication or speech situation. In order to be able to understand what the teacher's means towards his/her utterance, the students need to observe the context around them. Besides, understanding different culture, background knowledge and experience are also needed to gain the meaning of the utterance. In this case, the students should have an ability to catch the meaning and are aware of those differences in some aspects.

Zulianti. 2018. Speech Act on EFL Learners' Teaching Performance and Its Implication In Teaching And Learning Activity. Jurnal Smart. Volume 4. "The other results show that, the use of speech acts in teaching and learning activity give some implications. Two different types of speech acts give a different in the level of decency. Indirect speech acts have greater politeness than direct speech act. The use of speech acts also could increase the students' motivation and class atmosphere. Besides, it also builds good relationship between teachers and students in learning and teaching process.

The recommendation is addressed for English teachers, especially in Indonesian context. Teaching Indonesian students a language which is foreign for them is not an easy task. Then, to expose them more to English, the classroom language instruction which is better to be used is English. However, teaching with foreign language instruction can cause trouble and misunderstanding between teacher and students. English teachers should realize soon their belief in teaching English. If the approach believed is CLT, then the speech act classification they need to use daily is directive speech act, which will engage students to talk more.”.

Those two previous researches are similar to this research. Teaching English nowadays is a must for a professional English teacher. It is because teaching is the manner to transfer knowledge from teacher to student. In transferring the knowledge, a professional teacher should master a good way to do it. He should know how to manage the classroom and consequently create a prime atmosphere in the classroom. Besides mastering those things, a teacher should know how to teach with good speech acts. Speech act is everything related to communication that occurred between teacher and students in the classroom, whether it is the way the teachers commanding, explaining something, asking something or managing their students. In this study, the writer explains and observes the speech acts occurred between a teacher and students in EFL classroom. The teacher here was performing three kinds of speech acts proposed by Austin namely locutionary act, illocutionary act and perlocutionary act. Each of those speech acts is showed by the teacher while she was teaching in classroom.

Of the three meetings above, it was found that, while the teacher was greeted the students, she performed a locutionary act due to the fact that her expression did not contain any particular intention within. Then, while she asked the student to read some paragraphs in the book, she performed an illocutionary act since the expression contains a certain intention. Furthermore, if the teacher asked the students to be quiet in the classroom and the students obey what she said, then she performed a

perlocutionary act. Different from illocutionary act, perlocutionary act here appeared if the listener shows a feedback as response to what speaker says. This study is addressed to both teacher and students in order to make good perspective about speech acts. Hopefully through this mini research, they can perform a good speech act in the process of teaching and learning.

## 2.10 Conceptual Framework and Analytical Construct

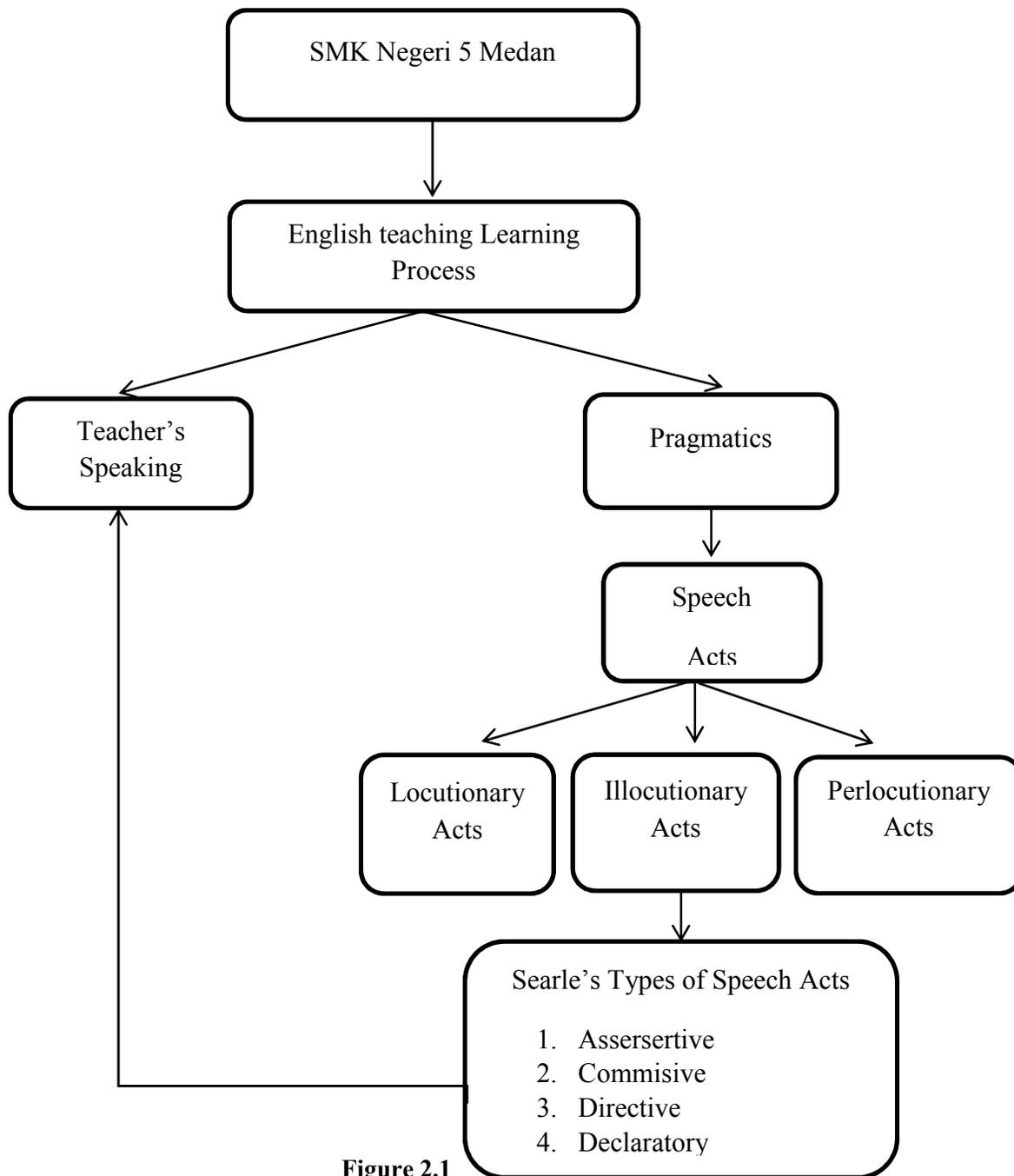


Figure 2.1

The Analytical Construct of the Analysis of the Types of Speech Acts Performed by the English Teacher during the English Teaching and Learning Process

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research was applied by using descriptive qualitative approach since the main focus of this research was describing the phenomenon of language use. This is in accordance with Kothari (2004: 3) who states that qualitative research is concerned with qualitative phenomena, i.e., phenomena relating to or involving quality or kind. In addition, the analysis of the data was presented in the form of narrative or words instead of number. This means that the results of qualitative research rely more on the interpretation of the researcher.

#### **3.2 The Subject of the Study**

The subjects of this study were the English teachers at SMK Negeri 5 Medan. The researcher took X TITL 3 class that consists of 30 students.

#### **3.3 The Object of the Study**

The object of this study was focused on the illocutionary act performed by the teachers in classroom interaction. The classification of speech acts namely, assertives, commissives, directives, declaratives, and expressives that was used to analyze the data.

#### **3.4 The Instrument of Collecting Data**

In collecting data, the writer applied audio record as the instrument.

#### **3.5 The Technique of Collecting Data**

The data was analyzed to find out the illocutionary acts. The writer applied some procedures, they were:

1. Asking the teacher to do learning process with students
2. Recording the learning process
3. Listening the result from recording
4. Transcribing the illocutionary acts of recording to paper
5. Underlining the illocutionary acts of record

### **3.6 The Technique of Analyzing Data**

After collecting the data from the students, the writer analyzed the students' record as following:

1. Classifying the illocutionary acts of record according to illocutionary acts
2. Interpreting the data
3. Concluding the result of the study