

CHAPTER I

INTRODUCTION

This chapter aims at explaining introduction of the study. This chapter contains of background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation, and operational definition.

1.1. Background of the Study

Language is used for many purposes. Language is a system of human communication which consists of the structured arrangement of sounds or the written representation into larger units, for instance morphemes, words, sentences, and utterances (Richard and Schmidh, 2010: 311). Language can express feelings, ask questions, make requests, protest, criticize, insult, apologize, promise, thank, and say hello and goodbye. Language is the important thing to communicate in learning process. Lecturer as the speaker will be easy to explain the material to the students as listener. Communication properly is one of the main points in a process of learning to achieve better learning outcomes. The lecturer will produce some utterances in order to convey the material to the students through their speech and the students have to know the context when the utterances convey the material.

In general, language is used to convey meaning. However, to understand meaning is sometimes not as easy as imagined. In a speech event, a speech can be interpreted differently. Tomas (2013) states that

sometimes what is understood by the listener is different from what is intended by the speaker. Therefore, there is often a failure to deliver the intention. In brief, failure to convey intent can result in misunderstanding that impedes communication.

To avoid misunderstanding in communication, Yule (2006) states that communication clearly depends on not only to recognize the meaning of words in an utterance, but to recognize what speakers mean by their utterances. The study of what speakers mean is called pragmatics. Pragmatics is the study of the relationship between linguistic forms and the user of the forms. Pragmatics is the study of invisible meaning, otherwise how people recognize what speaker meant even when it is not actually spoken or written. In order for that to happen, speakers or writers must be able to depend on a lot of shared assumptions and expectations when people try to communicate.

Speech act is a kind of verbal communications. Baktir (2012) states about that communications. That is a function of language and it is carried out by a speech in a spoken language. Also, Speech is represented by a shorter or a longer strings of linguistic items used in order to express particular purpose and that is includes both written and spoken text. Furthermore, Speech is dependent on the will of the speaker and therefore it is totally individual (Gallaway, 1994: 184). The words speech acts are derived from two words. They are speech and act. Speech is the utterance that occurs and the act means action. Searle in Rahardi (2005: 35-36) in

Searle's book *Speech Acts: An Essay in the Philosophy of Language*, states that in practice the use of language there are at least three kinds of speech act. The three kinds of speech acts are locutionary acts, illocutionary acts, and perlocutionary acts. In line with Searle in Rahardi (2005), Yule (1996) explains that the one general classification system lists five types of general functions performed by speech acts. They are declarations, representatives, expressives, directives, and commissives.

Therefore, Austin (1962) made three folds distinction. They are locution, illocution, and perlocution. Locution is the actual words uttered, illocution is the force or intention behind the words, and perlocution is the effect of the illocution on the hearer. Each utterance can function only as an utterance without any invisible meaning. On the other hand, utterance can function as an action or command, as exemplified in Thomas' book (2013) in this utterance:

“It's hot in here!”

This utterance might be only an utterance without any intention behind it. Moreover, this utterance might has an intention behind if the speaker says the utterance with the intention of wanting someone to do something such as *open the door*, *turn on the fan*, or the other action which can decrease a hot sense in that place.

In the learning process, Khalid (2009) explains that the use of English in communicating learning material is the main media, but in its implementation there are still problems. Some constraints that occur related

to students' understanding of the meaning conveyed in the form of speech act, where the response given is often not in line with the expectations of the lecturer as the speaker. Students often use speech that is not appropriate in making requests to lecturers, so that sometimes it creates an impolite impression. This condition often occurs in learning process. The students as the listener cannot accept the material conveyed by the lecturer as the speaker.

On the other hand, the lecturer's way of conveying the material is difficult to be accepted by the students. So that, there arises misunderstanding and misinterpreting. Moreover, in the class which not use English as a daily language. Nuraini (2015) in International Journal of Education written by Basra and Thooyibah (2017) mentioned the use of speech acts in English classroom. She explained that the use of speech acts in Indonesian class indicates to a misunderstanding due to inappropriate use of the speech acts performed. Students may have different interpretations of an utterance performed by the lecturer.

From those simple examples, the researcher can conclude that every utterance uttered has various aims and objectives. Therefore, the researcher wants to identify the utterances uttered by the English lecturer during learning process in STKIP PGRI Sidoarjo. Then, the researcher will analyze the types of speech act performed by the English lecturer and what dominant types of speech act performed by the English lecturer. In addition, the researcher will analyze the reason why that type of speech act is

dominantly used in learning process. It is necessary to conduct this research, because as a lecturer, especially English lecturer needs to understand the utterances used during learning process. For the material conveyed can be understood by the students. In addition, every utterance has different meaning and function. An utterance not only has sense, but also force.

1.2. Statements of the Problems

In this research, the researcher identifies the types of speech act performed by English lecturer in STKIP PGRI Sidoarjo. Based on the background of the study above, the researcher observes the statements of the problem. They are as follows:

1. What are the types of speech act performed by an English lecturer of STKIP PGRI Sidoarjo?
2. What are the dominant types of speech act performed by an English lecturer of STKIP PGRI Sidoarjo?

1.3. Objectives of the Study

Dealing with the statements of the problem, this study has the following purpose. As like the statement of the problem that are consist of two points, the researcher also explains two points of the objective of the study. There are:

1. To describe the types of speech act performed by an English lecturer of STKIP PGRI Sidoarjo.

2. To describe the dominant types of speech act performed an by English lecturer of STKIP PGRI Sidoarjo.

1.4. Significances of the Study

Related to the objectives of the study, this study has significances of the study. The researcher describes three significances of the study. There are for the lecturer, for the students, and for the researcher.

1. For the lecturer, the researcher intends to give understanding of pragmatics, especially the types of speech act performed during learning process and become more aware of the utterances uttered during learning process.
2. For the students, the researcher intends to give good impact from this research. The students become more aware and detail of the utterance uttered by the lecturer which related to speech act and pragmatics.
3. For the researcher, this research will give the researcher sufficient information about pragmatics field, especially speech act and the types of speech act performed in learning process.

1.5. Scope and Limitation

There are many parts of pragmatics study. One of them is speech act. Speech act has three parts. They are locutionary act, illocutionary act, and perlocutionary act. To make the research more concentrates and get to the focus and due to the limitation of the time and theoretical knowledge, the

researcher limits this research only to analyze the types of speech acts performed by an English lecturer during the learning process at STKIP PGRI Sidoarjo. The theory of speech act adopted in this research is the theory proposed by Yule. The researcher uses the theory from Yule who explains speech act based on the way to convey. They are declaratives, representatives, expressives, directives, and commissives.

1.6. Operational Definition

There are four terms which are defined operationally to avoid misunderstanding on the part of the readers. Those are pragmatics, speech act, types of speech act, and English lecturer.

1.6.1 Pragmatics

Pragmatics is the study of meaning in relation to the context in which a person is speaking or writing.

1.6.2 Speech act

Speech act is the action performed by a speaker with an utterance..

1.6.3 Types of speech act

The types of speech act are declaratives, representatives, expressives, directives, and commissive.