

CHAPTER I

INTRODUCTION

This chapter presents five important sub-chapters, namely background of the study, statement of the research problem, objectives of the study, significance of the study, and scope and limitations of the study. All sub-chapters in this chapter are important to discuss because they help readers understand the entire contents of this chapter.

1.1 Background of the Study

Language is an essential component of human life. According to Littlejohn & Foss (2011), Language is an important aspect of human life that is related to all human activities. Language not only helps as a media of verbal communication between individuals, but also has an important role in influencing human thinking, attitudes, and behavior. Humans also cannot live without using language because language is an instrument for humans to communicate and interact. Ojomo (2004) defines communication as the process of sharing ideas, feelings, thoughts, and messages with others. It means that without language, humans would be difficult to communicate with each other. Language could be studied from various perspectives and one of them is Pragmatics.

According to Yule (1996), Pragmatics is concerned as the ability to deal with meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). From this definition it can be interpreted that Pragmatics is a study about an utterance, especially the utterance of speakers this includes the study of language functions, such as how we use language to impact the actions of others or to express social relationships. Pragmatics has many subfields to study, one of the subfields in Pragmatics is speech act.

Speech act is the action performed by speakers when they use language and also stated that when someone speaks, they are not only putting out words, but also performing certain actions (Yule, 1996). According to Fromkin (2021a), speech act is the action or intent that a speaker accomplishes when using a

language, the meaning of which is inferred by hearer. The speaker uses language in conveying the utterance that will be heard by the listener, then the listener interprets or infers the meaning of the speaker's utterance. In interpreting speech acts, the utterances

Speech acts can be analyzed into three parts, namely locutionary, illocutionary, and perlocutionary. Locutionary is an utterance or writing that can be analyzed by the listener with a literal meaning, illocutionary is the intended meaning of the speaker himself that is spoken through speech or writing and affects the listener, and perlocutionary act refers to the creation of an utterance with a purpose without intending it to have an effect, whether intended or not, on the addressee. According to Yule (1996), locution is a word, phrase, or expression that is spoken/written as well as its literal meaning or significance, illocution is what the speaker intends to see accomplished as a result of the words he speaks/writes and is the consequent effect on the hearer which the speaker intends should follow from his utterance. Illocutionary acts refer to the extra meaning of the utterance produced on the basis of its literal meaning. For example:

A: "Could you give me a pencil?"

B: "Of course, here you can borrow my pencil."

The locutionary act in this dialogue is a statement, in which A expresses his wish to borrow a pencil. The illocutionary act in this dialogue is a request, in which A hopes that B will give him his pencil. The perlocutionary in this dialogue is that A gets a pencil from B after his request is accepted.

According to Harmer (2007), the teacher's speaking in class is one of the important things in the learning process. The teacher speaks in class to provide explanations, guide learning activities, give assignment instructions, and provide feedback to students. However, not all teacher talks in class are effective. He also explained teacher talk in a good class must meet several criteria, namely the first is that the language used by the teacher must be easily understood by students and

the teacher must use simple words and explain in a way that is easy to understand. Second, the teacher's talk in class must be balanced between teaching and giving opportunities to students to speak and finally, the teacher's talk in class must vary in terms of intonation, tempo, and volume of voice. This will make students more interested and active in the learning process.

Students and teacher in class IX at SMP Advent Surabaya frequently interact because during the learning process, teachers want to convey material and information to students, and of course, students as listeners are expected to understand what is conveyed by the teacher so that the teaching and learning process can run well and produce satisfactory results. Choosing the right language can help increase students' participation in learning and create a positive learning environment. For example, using language that is easy to understand and appropriate to the student's level of understanding can help students in understanding the material taught. Therefore, speech acts are very important to ensure that there are no misunderstandings between the teacher and students in the class.

SMP Advent Surabaya is the only Adventist Christian school in Surabaya. SMP Advent Surabaya has three classes, namely, grades VII, VIII, and IX, each class has 25 to 30 students. In this study, the writer chooses a script-generated conversation between a teacher and class IX student at SMP Advent Surabaya and analyzes it with the theory of illocutionary acts. There are several reasons of choosing class IX at SMP Advent Surabaya in this study. First, grade IX at Advent Surabaya Junior High School is the highest in the junior high school level where grade IX has better language skills than grades VII and VIII. Second, some students in grade IX are always sent to various competitions at school.

Based on the statements above, the writer is very interested in identifying the Illocutionary Act by English teacher and students at SMP Advent Surabaya and do the research with the title “An Analysis of Illocutionary Acts Between Teacher And Students In Class IX At SMP Advent Surabaya”.

1.2 Research Questions

Based on the background of study, the formulation of research questions is stated as the following.

- 1) What are types of illocutionary acts in the conversation of student and teacher in class IX at SMP Advent Surabaya?
- 2) What are the functions of the illocutionary acts in the conversation of students and teachers in class IX at SMP Advent Surabaya?

1.3 Objectives of the Study

From the statement of the research questions above, the objectives of the study are formulated as follow.

- 1) To explain the type of illocutionary acts found in the conversation of students and teachers in class IX at SMP Advent Surabaya.
- 2) To explain the functions of illocutionary acts found in the conversation of students and teachers in class IX at SMP Advent Surabaya.

1.4 Significance of the Study

This research is expected to be useful both theoretically and practically. Theoretically, the results of this study are expected to enrich the information about illocutionary acts, types of illocutionary acts and functions of illocutionary acts. Practically, the writer hopes that the result of this research can be useful for teachers in teaching language and literature by understanding illocution, teachers can help students understand the intent and purpose behind language use. In addition, an understanding illocutionary can also help teachers teach speaking, listening, and writing skills and assist students in developing their communication abilities. For other researchers, it can be useful for references in conducting similar studies.

1.5 Scope and Limitation of the Study

The scope of this study is Pragmatics, especially speech act proposed by Searle (1979). Speech acts have three types, in this study it is focused more on the types of illocutionary acts and its functions. Data collection will be carried out in

1 meeting in the English-speaking class for 2 hours on Monday 27 February 2023. Furthermore, it is limited to the conversation between students and teachers of grade IX at SMP Advent Surabaya in English class.