SKRIPSI

SPEECH ACTS USED BY THE ENGLISH TEACHER AT SMA PGRI 1 PATI

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SKRIPSI
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MOTTO

"Actually with difficult there is easy. Therefore when you have finished (done the others) and to God, Hope"

(Qs Al Insyirah 6-8)

"People say obstacles, we say challenge, people say jungle, we say highway, people say reckless, we say delicious, people say dead end, we say new toy"

(Anonim)

"If you find difficult say Sholawat then God will always be with us, believe me"

(Writer)

DEDICATION

This skripsi is decidated to:

1. Allah Swt which has provided smoothness and convenience till now
2. My beloved parents (Dwi Indra P and Ari Sukiswati)
3. My Sister, Husband of my sister, my brother, and nephew
4. My childhood Friend (Devi S, Setiani, Evi S, Diah K
5. Official Kikuk-Kikuk as my best friend
6. My Almamater UMK

ADVISORS' APPROVAL

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The researcher
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ABSTRAK

Firdaus, Nur Anisa. 2020.”Tindak Tutur yang Digunakan Oleh Guru Bahasa Ingrris di SMA PGRI 1 Pati”. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Dosen Pembimbing (1) Drs. Suprihadi, M.Pd. (2) Aisyah Ririn P.U, S.S, M.Pd.

Kata Kunci: *Tindak TuTur, Penelitian Kualitative, Pengajaran Bahasa inggris*

Penelitian ini bermaksud untuk mengidentifikasi jenis tindak tutur yang digunakan oleh guru bahasa inggris dalam kegiatan proses belajar mengajar di SMA PGRI 1 Pati. Tindak tutur dalam proses belajar mengajar sangat penting digunakan pada guru bahasa inggris agar tidak terjadi kesalahpahaman anatara guru dan murid. Karna guru adalah pusat terpenting dalam proses belajar mengajar.

Penelitian ini mengacu pada teori Searle tindak tutur dan untuk mengidentifikasi jenis dan yang paling dominan pada tindak tutur. Pada teori Searle terdapat 5 klasifikasi yaitu declarative, representative, directive, ekspressive, commissive.

Penelitian ini adalah deskrtiptive-kualitative. Penelitian ini juga termasuk kedalam studi kasus. Objek dari penelitian ini merupakan ucapan-ucapan yang digunakan oleh guru bahasa inggris bernama AH selama kegiatan belajar mengajar.

Data yang diambil dalam bentuk kata-kata, frasa, dan ucapan yang digunakan oleh guru. Peneliti mengambil peran sebagai instrument utama dimana peneliti mengambil alih semua proses penelitian ini mulai dari desain penelitian ini mulai dari desain penelitian hingga laporan data. Data didapat dengan cara melakakuan pengamatan disertai dengan rekaman audio. Data kemudian dijadikan kedalam bentuk transkip berbentuk tertulis dan diselaraskan dengan tujuan penelitian, dicatat kedalam lembar data, ditafrsikan, dan dianalisis mengunakan teori tindak tutur berdasarkan teori Searle. Data analisis mengunakan metode kualitative yang digunakan oleh Miles and Huberman (1994). Tidak hanya itu system pengkodean juga digunakan untuk memeprmudah peneliti dalam menganalisis. Penelitian ini membandingkan mengunakan perbandingan sumber. Peneliti memeriksa data ucapan menggunakan rekaman suara dan catatan dengan menyamakan teori yang dipakai.

Temuan penelitian menunjukan bahwa ada empat jenis tindak tutur yang digunakan oleh guru. Mereka adalah representatif, arahan, ekspressif, dan komisif. Dan tindak tutur yang paling sering digunakan adalah tindak tutur arahan (60%). Sedangkan tindak tutr yang tidak pernah digunakan adalah deklaratif (0%). Dikarenakan oleh tindak tutur deklaratif bahwa pembicara harus mempunyai peran kelembagaan khusus. Arahan yang paling digunakan oleh guru pada saat proses belajar mengajar adalah terjadinya sesi Tanya jawab merupakan tindakan yang paling dominan. Penggunaan arahan sebagai pengendali ketika di dalam kelas. Kegiatan Tanya jawab yang dilakukan guru dengan siswa untuk mendukung mereka berpartisipasi dan aktif didalam kelas. Dengan adanya pertanyaan guru dapat mengetahui pertanyaan siswa terhadap materi yang dipelajari.

ABSTRACT

Firdaus, Nur Anisa. 2020. "*Speech Act Used by The English Teacher at SMA PGRI 1 Pati*". Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor : (1) Drs.Suprihadi, M.Pd. (2) Aisyah Ririn Perwikasih Utari, S.S, M.pd

Key Words: *Speech Act, Qualitative Research, English Teaching*

This research aims to identify the speech act type spoken by the English teacher in teaching-learning activity in PGRI 1 Pati SHS. Speech acts spoken by English teachers during a teaching-learning process is important to avoid any misunderstanding between the teachers and the learner. It is since teachers are the most important center in a teaching-learning process.

This research took the Searle theory about speech acts to identify and the most dominant speech acts.Searle's theory has 5 classification; they are declarative, representative, directive, expressive, commissive.

This is a descriptive-qualitative research. This research is also considered as a study case. The objects were the utterances spoken by the English teachers, labeled AH, during the teaching-learning activity.

The obtained data were words, phrases, and utterances spoken by the teacher. The role of the researcher was as the main instrument. The researcher took over the research process started from the research design until the data report. The data were obtained by observing and recording the audio. Then, the data were processed in the form of written transcripts. They were then adjusted with the objectives of the research. They were noted, interpreted, and analyzed in the data sheet by using speech act theory based on Searle's theory. The applied data analysis was qualitative method of Miles and Huberman (1994). The coding system was also applied to facilitate the analysis process. This research compared by applying theoretical comparison from Searle. The researcher checked the utterances by using the voice recording and notes by triangulating the applied resource and theories.

The findings showed four speech act elements applied by the teacher. They were representative, directive, expressive, and commissive. The most dominant-applied speech act was directive act (60%). Meanwhile the speech act that was not applied was declarative utterance (0%). It was deemed declarative speech since the speaker had a specific institutional role. The most frequent applied direction by the teacher in the teaching process occurred in the Q&A question. It was the most dominant act. The directions were used as the controlling meant during in the class. The Q&A question session promoted by the teacher had function to encourage the learners' question about the learned materials.

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