

## **CHAPTER I INTRDOCUTION**

In this chapter, the writer explains about Background of the Research, Statement of the problem, Objective of the Research, Significant of the Research, Scope of the Research.

### **1.1 Background of the Research**

Communication is the process of providing information, messages and conversations by one person to another. So information comes with the intention of someone who conveys the information. In the act of communication there is usually at least one speaker or sender, the communication message is transmitted, and someone or several people who are the destination of this message (receiver). (Richard and Schmidh, 2010:97). Communication is the process of explaining, saying, saying what you want to convey between people who convey or explain to listeners. The most important communication and interaction with many people is language.

So we can know that English is an international language that was first used as communication for communication and learning carried out by Indonesians. Language plays an important role in society which functions as a communication tool. Most of the affairs of people are said to be done through language. With language, people can exchange information, express ideas, thoughts, opinions, feeling and so on. However, are using language people doing just make a set of grammatically correct sentences. In education, English is one of the important subjects to be studied. English has been taught in elementary school through college. The purpose of learning English is to be able has communicative competence as native English speaker. Communicative competence means competence that a person must possess to implement the language function, which is a means of communication.

Actually in teaching and learning process, good communication between teacher and students is needed. So the researcher wants to analyze how the spoken speech acts by the teacher during the learning process uses the 2013 curriculum. The teacher is an important figure in the success or failure of teaching. If students do not understand, the teacher will explain again clearly. A good teacher must be

good at speaking and communicating to students, so that students can understand what the teacher is saying when explaining.

Communication is studied from many disciplinary perspectives, is often viewed as a discipline in its own right, and is central to sociolinguistic, psycholinguistic, and information theory (Richard and Schmidh, 2010:98).

Searle (1969) states that speech acts is the basic unit of communication. Since the development of speech act's theory, he states that speech act is the central of communication. He places speech act at the very main of the study in language, meaning and communication. Moreover, he also states that the various of speech act have important role in leading a successful interpersonal communication especially in the process of teaching and learning English. In the teaching process the teacher has goal to reach the target in learning itself but it will be reached by a good communication between teachers and students. Searle also classifies speech act into five categorizes, as follows: representative, directive, commissives, declaration and expressive.

However the researcher observed and found so many students in SMA PGRI 1 Pati difficult to understand the words conveyed by their teacher when teaching class. If their teacher conveys using gestures from their teacher body. Sometimes this misunderstanding between teacher and students often occurs in the classroom. For example, the teacher says "I am Hungry". That word can be interpreted in two different meaning. First, the teacher states that his stomach is empty needs to be filled. Second, teacher to ask food. In other words, a locus of speech acts is a speech act that states something in the meaning of "to say" or a speech act in the form of a meaningful and understandable sentence.

There are some previous researches about an analysis of speech act used by the English teacher. First a pragmatic analysis of classroom speech acts in the English teaching and learning process at MAN 1 Yogyakarta (Novitaningrum 2016). Second an analysis types of speech act used by English teacher in english teaching learning process at MTs Al-Wahhab Bago Kradenan (Sholawat 2017). Third a pragmatic analysis of illocutionary acts in English teaching learning process at SMA N 1 Wates Kulon Progo (Kusumo 2015). Based on the

explanation above, the researcher is interested in conducting the research entitled “Speech Acts Used by The English Teacher at SMA PGRI 1 Pati”

### **1.2 Statement of the Problem**

This study intends to answer the following question:

1. What are the types of speech acts used by the English teacher in English learning process in SMA PGRI 1 Pati?
2. What is the Dominant type of speech acts used by the English teacher in SMA PGRI 1 Pati?

### **1.3 Objective of the Research**

The objective can elaborate into sub objective as follow:

1. To identify the type of speech acts used by the English teacher in English learning process in SMA PGRI 1 Pati.
2. To find dominant kind of speech acts used by the English teacher in teaching learning process in SMA PGRI 1 Pati.

### **1.4 Significance of the Research**

The researcher hopes that the result of study will be useful for the teacher and the students.

1. Theoretically, this research is expected to be able to provide insight into the field of language in speech acts studies.
2. Practically, the results of this research are expected to be able to contribute to the world of education regarding the use of speech acts. This research can be reflection tool on how speech acts should be performed during the learning process. Therefore, English teacher can evaluate their future teaching regarding the use of speech acts.

### **1.5 Scope of the Research**

In this research, the researcher will try to limit the focus about types speech acts used by the teacher. The theory of the speech acts adopted in this study is the theory proposed by Searle. The researcher will limit the subject is only one teacher in XI-MIPA-7 class.

## 1.6 Operational Definition

In this research there are some terms, so the researcher would like to describe those terms to avoid misunderstanding.

### 1. Speech Acts

Speech acts is the utterance teacher based on function such as apologizing, thanking, commanding, thanking, requesting, and so on.

### 2. Learning English

Learning English is process to get knowledge and improve skill especially English skill.

### 3. SMA PGRI 1 Pati

SMA PGRI 1 Pati is a school that helps teacher and student to preparing of teaching English.

