

**TEACHERS' SPEECH ACTS AND STUDENTS' RESPONSE DURING
ENGLISH CLASS ON THE THIRD YEAR AT SMPN 29 PADANG**

THESIS

*Submitted as a Partial Fulfilment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Programme*



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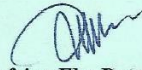
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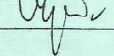
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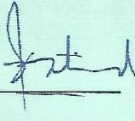
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ABSTRACT

Rusdi, Hanna Fadilla. (2022). *Teachers' Speech Acts and Students' Response during English Class on the Third Year at SMPN 29 Padang*. Thesis. English Language and Literature Department. Faculty of Language and Arts. Universitas Negeri Padang.

This study aims to find out the types of speech acts and the students' response toward the utterances used by English teachers during teaching and learning process. This study employed descriptive qualitative research. The participants of this research were five English teachers. The sample was chosen using the purposive sampling technique. The criterion for choosing the sample was the teachers who teach English on the third year at SMPN 29 Padang. The instruments of this research were observation sheet and video recording. The study used Searle's theory to analyze the data. The findings showed that there were four types of illocutionary acts performed by the teachers. There were representatives, directives, expressives, and commissives. The teachers used 92 utterances. From 92 utterances, directives discovered to be the most uttered speech acts which occurred 52 times (56,52%), representatives were used 33 times (35,87%), expressives were used 7 times (7,61%), and commissives appeared to be the least speech acts used by the teachers which only occurred in 1 utterance (1,09%). Overall, the result of this research showed that the use of directive speech acts apparently allowed them to understand what the teachers' meant during teaching and learning activities. However, by looking on how the students' response toward the teachers' utterances, the students more responsive when the teachers used expressives speech act during teaching and learning process.

Keywords: Teachers' Speech Acts, Illocutionary Acts, Students' Response, Teaching English.

ABSTRAK

Rusdi, Hanna Fadilla. (2022). *Teachers' Speech Acts and Students' Response during English Class on the Third Year at SMPN 29 Padang*. Skripsi. Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui jenis-jenis tindak tutur dan respon siswa terhadap ucapan yang digunakan oleh guru bahasa Inggris selama proses belajar mengajar. Penelitian ini menggunakan penelitian kualitatif deskriptif. Partisipan dari penelitian ini adalah lima orang guru bahasa Inggris. Sampel dipilih dengan menggunakan teknik *purposive sampling*. Kriteria pemilihan sampel adalah guru yang mengajar bahasa Inggris kelas tiga di SMPN 29 Padang. Instrumentasi penelitian ini adalah lembar observasi dan rekaman video. Penelitian ini menggunakan teori Searle untuk menganalisis data. Temuan menunjukkan bahwa ada empat jenis tindak ilokusi yang dilakukan oleh guru. Ada representatif, direktif, ekspresif, dan komisif. Guru menggunakan 92 ucapan. Dari 92 tuturan, direktif ditemukan sebagai tindak tutur yang paling banyak diucapkan yang terjadi 52 kali (56,52%), representatif digunakan 33 kali (35,87%), ekspresif 7 kali (7,61%), dan komisif tampaknya merupakan tindak tutur yang paling sedikit digunakan oleh guru yang hanya terjadi pada 1 tuturan (1,09%). Secara keseluruhan, hasil penelitian ini menunjukkan bahwa penggunaan tindak tutur direktif ternyata memungkinkan mereka untuk memahami apa yang dimaksud guru selama kegiatan belajar mengajar. Namun, dengan melihat bagaimana respon siswa terhadap ucapan guru, siswa lebih responsif ketika guru menggunakan tindak tutur ekspresif selama proses belajar mengajar.

Kata Kunci: Tindak Tutur Guru, Tindak Ilokusi, Respon Siswa, Pengajaran Bahasa Inggris.

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The researcher would like to express her sincere gratitude to the honourable advisor, Nofrina Eka Putri, M.Pd. who has given a lot of attention, support, ideas, suggestions, meaningful advices, and valuable times to supervise and help to accomplish from the beginning until the finishing stage of this thesis. A special appreciation is also expressed to her examiners, Dra. Aryuliva Adnan, M.Pd., and Sitti Fatimah, S.S, M.Ed, Ph.D. who have given valuable suggestions and ideas for the completion of this thesis. In addition, the researcher would like to express her thanks to the headmaster and the English teachers at SMPN 29 Padang who have given an opportunity and help for the researcher to conduct the research.

Furthermore, the researcher would like to express her deepest thankfulness and dedicated this thesis to her beloved mum, to the memory of my dad, big bro and lil bro, Bang Adam and Gibran who always give their countless love, prayer, support, motivation, and encouragement to be a successful person.

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Padang, August 2022

The Researcher

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CHAPTER I INTRODUCTION

1.1 Background of the Problem

Language plays a significant role in society as a means of communication. With language, people not only produce a series of grammatically sentences but also exchange information, convey their ideas, thoughts, opinions, feelings, and etc. It is frequently noticed that people do not always say exactly what they mean; their utterances are not always consistent with the meanings they want. To put it another way, there are always motives, goals, or purposes behind one's remarks. Thus, being able to communicate successfully through language is a crucial life skill since as social beings, we must connect with one another and provide information, and language has become the primary means of communication in social life.

One of a language's functions is to transmit meaning (Kurdghelashvili, 2015). Language users must know how to use a variety of grammatical or lexical components in order to engage effectively and sensibly. When one person speaks to another, the speaker intends to make a speech, which the addressee interprets. Furthermore, (Searle, 1969) highlights that, “any linguistics communication entails linguistics acts”. In this case, people may be asking another person to do something, request something, invite other people to join some activities, have a complain about something, express their thoughts, order something, offer something, and so on through all of those statements. This phenomenon in language is commonly known as speech acts.

Speech acts as the basic unit of language are important in communication since it allows people to perform various functions such as apologizing, thanking, commanding, requesting, and etc. Speech acts is an action performed via utterance (Yule, 1996). In other words, people do not only say things, but also do things in response to what they say. This phenomenon of speech acts happens everywhere, for example in the classroom. It often occurs that the teaching and learning process involves a lot of interactions where teacher and students produce various utterances during teaching and learning activity. This kind of language used in classroom setting is commonly known as classroom speech acts. The use of speech acts determines how the teaching and learning process will happen. Cullen (1998) emphasizes that language used by the teacher is important because it will support and enhance teaching and learning activity. Therefore, teaching and learning process will be more successful if appropriate speech acts are used.

However, sometimes in the classroom, it is difficult to understand what the teacher says in the acts. Hence, it often leads to a misunderstanding in interpreting the utterances since the production of speech acts are varied both in forms and functions. A simple utterance made by the teacher may be interpreted differently by students. This phenomenon occurs due to the distinct cultures the origin of language and the users especially happen in the rural areas. For example, the expression “the mid-term test will begin on the second of August” may be interpreted in two ways. First, in terms of locutionary act, the utterance is simply viewed as informing, in which the teacher informs the students of the upcoming mid-term test. Second, the utterance can be classified as a directive act with the

force of a warning in terms of illocutionary act and force. The teacher is attempting to warn the students to study for the mid-term test by making the phrase.

Speech acts are important to the teaching and learning process. Since teachers involve speech acts and use them to impart knowledge, organize activities, control the classroom, and give orders while teaching. It is also critical to have a knowledge of understanding pragmatics, particularly speech acts, in order to avoid misunderstandings during the teaching and learning process. Therefore, if both teachers and students have strong pragmatic competence, there will be no communication barriers. As a result, it is reasonable to conclude that the appropriate use of speech acts has a significant impact on the success or failure of teaching and learning.

There are several studies that have been done by some researchers about teachers' speech acts. A research conducted by Ying (2018) explored three aspects of speech acts. Such as teachers' directive, teachers' questioning, and teachers' feedback in universities. Next, another research carried out by (Azhari et al., 2018) examines the types and frequency of speech acts performed in terms of teacher-student interactions. The result of this study showed that imperatives are the most common sort of illocutionary act in classroom interactions. Furthermore, it demonstrates the students' lack of practical skill in conducting such an act.

Based on the background above, most of the researchers examined about speech acts used in films and schools which located in cities where many people with higher education and their English skills are good. Despite the similarities this study shares with the previous studies, there are still differences. The present

study tries to analyze speech acts in areas where English is not so popular and English is not commonly used especially in the rural areas. Then, none of the researchers conducted a research about speech acts done by teachers in a classroom with quite low English ability and to seek how the students' response toward the teachers' utterances during English class. Therefore, the researcher is interested to do a research entitled, **“TEACHERS’ SPEECH ACTS AND STUDENTS’ RESPONSE DURING ENGLISH CLASS ON THE THIRD YEAR AT SMPN 29 PADANG”**.

1.2 Focus of the Research

Language is vitally important in any classroom since teaching and learning process is conducted through language. The success of teaching and learning activity depends on the use of language itself. However, misunderstandings may occur during communication especially in teaching and learning process. The misunderstandings happen because students sometimes tend to have difficulties in understanding teachers meaning. Based on the background above, there are some issues which can be identified. First, teachers tend to say a lot of vocabularies both in Indonesian and English. Dealing vocabulary in non-native speakers particularly in foreign language learners which located in the rural areas, can be troublesome and difficult to understand due to students who study in rural areas may come from various background and cultures.

Second, the problem is related to the speech acts phenomenon itself. During teaching English, teacher may produce various utterances. On the other hand, sometimes the teacher may not always say exactly what they intend. Depending on the situation, they use a variety of speech acts to indicate their goal. As a result of the wrong use of the speech acts utter, there is a misunderstanding. Therefore, a simple utterance made by the teacher may be interpreted differently by students.

1.3 Research Questions

Based on the background of the problem and focus of the research above, the researcher formulates the research questions as follows.

1. What are the types of speech acts used by teachers in teaching English?
2. How is the students' response toward the teachers' utterances?

1.4 Purpose of the Research

The purposes of this research are:

1. To find out the types of speech acts used by teachers in teaching English on the third year at SMPN 29 Padang.
2. To figure out how the students' respond toward the teachers' utterances.

1.5 Significance of the Research

Theoretically, this research can be contributed to development of pragmatic theory and research that related to speech act, especially in teachers teaching English in the classroom context. Practically, the writer hopes that the findings of this study will help to advance the subject of pragmatics by providing more information about speech acts that teachers and lecturers can use in the classroom. Furthermore, the writer expects that this research will be useful to English teachers, English students, future researchers, and interested readers.

1.6 Definition of Key Terms

1. Pragmatics

Pragmatics is the study of meaning between speaker and hearer in communication.

2. Speech Acts

Speech acts is something expressed by a person that not only consists of giving information, but also performs action as well.

3. Teaching

Teaching is the process of leading and facilitating learning, as well as enabling and establishing the conditions for learning.

4. Learning

Learning is the process of acquiring or gaining knowledge about a subject or a skill through study, practice, or instruction.

5. English Teacher

An English teacher is qualified professionals who teaches students in reading, writing, speaking, and listening comprehension.