

CHAPTER I

INTRODUCTION

This chapter consists of the background of study, research problems, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

Language is an essential component of communication, ensuring that information is accurately understood within the correct context, which is especially crucial when learning a second language. Pragmatic skills are vital in cross cultural communication within the field of pragmatics, speech acts are regarded as one of the most intriguing concepts¹. Pragmatics is the study of the meaning intended by the speaker, focusing on how context contributes to meaning. It examines the meaning that arises from the interaction between the speaker and the listener. Context plays a crucial role in pragmatic studies, representing the shared background knowledge assumed to be understood by both the speaker and the listener. Pragmatics encompasses various topics, including deixis and distance, reference and inference, presupposition and entailment, politeness and interaction, as well as speech acts and events. By understanding these elements, one can gain deeper insights into the subtleties of language use in different communicative situations.

¹ Andrian Nuriza Johan et al., “The Analysis of Speech Acts in “English for Nusantara “ Textbook,” 2022, 137–41.

A speech act occurs when a speaker utters something. According to Yule, as referenced in Mufiah speech acts comprise three interconnected components². The first is the locutionary act, which involves the basic act of uttering a meaningful linguistic expression. Researchers do not merely produce grammatically correct sentences without a purpose rather construct utterances with a specific function in mind. The second component is the illocutionary act, which is carried out through the communicative force of an utterance. Researchers don't produce utterances with a function without intending for them to have an effect. The third component is the perlocutionary act. Illocutionary acts reflect the speaker's intended meaning or specific purpose behind their words. Among the three types of speech acts, illocutionary acts are particularly important as they serve as the foundation for analysis in pragmatics. Each type of illocutionary act has its own context and meaning. The most important study from three kinds of speech act is illocutionary act refers to the action of performing something³. According to Göppfarth, it is not solely used for conveying information, but also involves taking action, provided that the speech event is deemed appropriate. The criteria of illocutionary acts are based on the contexts which determine the forces or functions of the utterances

² Nura Siti Mufiah and Muhammad Yazid Nur Rahman, "Speech Acts Analysis of Donald Trump'S Speech," *PROJECT (Professional Journal of English Education)* 1, no. 2 (2019): 125, <https://doi.org/10.22460/project.v1i2.p125-132>.

³ Lanjar Mulyana and Engliana Engliana, "Direct and Indirect Illocutionary Speech Acts on Donald Trump'S Victory Speech in 2016," *INFERENCE: Journal of English Language Teaching* 4, no. 1 (2021): 60, <https://doi.org/10.30998/inference.v4i1.6850>.

Illocutionary acts can also be illustrated in literature, found in forms such as songs, textbook, movies, comic and other narratives⁴.

An illocutionary act is an essential concept within speech act theory, first introduced by Austin and later developed by Searle. It represents the purpose or intent behind a speaker's words, such as asking a question, apologizing, or issuing a command. Unlike a locutionary act, which deals with the literal content of what is said, or a perlocutionary act, which considers the impact on the listener, the illocutionary act focuses on the speaker's intended action or function in making the statement. Illocutionary acts are actions performed via utterances. The classifications of speech acts were originally proposed by Searle and later refined by Cutting into five types⁵. There are Assertive, Directive, Commissive, Expressive, and Declaratives. Assertive are statements that convey information, beliefs, or like stating a fact or giving a report. Directives are attempts by the speaker to get the listener to do something, such as requests, commands, or suggestions. Commissive commit the speaker to some future action, including promises, offers, and vows. Expressive express the speaker's psychological state or emotions, such as apologizing, congratulating, or thanking. Declaratives are statements that bring about a change in the external situation, like pronouncing someone married or declaring a meeting open. Each type plays a distinct role in

⁴ Mulyana and Engliana. "Direct and Indirect Illocutionary Speech Acts on Donald Trump's Victory Speech in 2016." *INFERENCE: Journal of English Language Teaching* 4, no. 1 (2021): 60. <https://doi.org/10.30998/inference.v4i1.6850>.

⁵ John R. Searle, "A Taxonomy of Illocutionary Acts," *Expression and Meaning*, 2010, 1–29, <https://doi.org/10.1017/cbo9780511609213.003>.

communication, helping us to convey not just information but also intentions, emotions, and social actions.

There are several previous study that analysed illocutionary acts. According to the findings of this study, illocutionary acts are present in interactions such as english teachers' on teaching process in classroom. In Herfina identified 255 utterances, with directives being the most dominant type⁶. Similarly, Yulian et al. found that a teacher produced 266 utterances in an English as a second language classroom, with directives being the most common at 151 utterances⁷. This indicates that the teacher frequently used instructions, howing she understood her position of authority and managed the classroom effectively. Hidayat et al. also found 133 directive utterances, demonstrating that directive illocutionary acts are often the dominant type in classroom interactions⁸. This indicates that directive utterances are frequently the most common findings in the analysis of illocutionary acts in the classroom.

In addition to classroom interactions, several studies have also analyzed illocutionary acts in movies. Notably, Fitriani et al. conducted a qualitative analysis of illocutionary acts, identifying various types of speech acts used by characters to convey their intentions and emotions, the most frequently illocutionary act used is

⁶ Leni Herfina, "Analysis of Illocutionary Acts on English Teachers' on Teaching Process in Classroom at SMPN 01 Patamuan Padang Pariaman," *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)* 539, no. Icla 2020 (2021): 131–34, <https://doi.org/10.2991/assehr.k.210325.024>.

⁷ Alif Aribah Yulian and Vidya Mandarani, "A Speech Act Analysis: Illocutionary Acts Produced By Teacher in Esl Classroom," *Celtic : A Journal of Culture, English Language Teaching, Literature and Linguistics* 10, no. 1 (2023): 1–13, <https://doi.org/10.22219/celtic.v10i1.23276>.

⁸ Didin Nuruddin Hidayat, Fadhilah Fadhilah, and Yudi Septiawan, "Speech Acts in English Classroom: A Case at a Junior High School in Indonesia," *EduLite: Journal of English Education, Literature and Culture* 7, no. 2 (2022): 251, <https://doi.org/10.30659/e.7.2.251-265>.

directive with 91 utterances⁹. The main character employs a range of directive actions to prompt the listeners to do something. In the movie, these actions often take the form of asking and ordering. Following this, Sihombing et al., found that 8 directive utterances, demonstrating that directive illocutionary acts are often the dominant type in incredible movie 2¹⁰. It can be conclude that the most dominant in analysis illocutionary acts in movie with five types of illocutionary acts is directive. In another analysis about illocutionary acts can be found in textbook. According Johan et al., conducted a detailed analysis and identified a total of 191 utterances. Their study revealed that out of these, 108 were assertive utterances, making them the most dominant type. This highlights the prevalence and significance of assertive speech acts in their research findings¹¹. Aligned with the findings of Nugroho et al., this study similarly emphasizes the importance of illocutionary acts within textbook. The data included 292 instances, with directives being the most common at 95 utterances. This shows that directives were the dominant type of illocutionary act found¹².

Based on the previous studies, it is evident that illocutionary acts play a significant role in various contexts. For instance, previous studies have focused on

⁹ Siti Sarah Fitriani, Diana Achmad, and Fitria Rasmita, "An Analysis of Illocutionary Acts in a Fantasy Movie," *Studies in English Language and Education* 7, no. 1 (2020): 170–80, <https://doi.org/10.24815/siele.v7i1.13635>.

¹⁰ Partohap Saut Raja Sihombing et al., "An Analysis of Illocutionary Act in Incredible 2 Movie," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4, no. 2 (2021): 1772–83, <https://doi.org/10.33258/birci.v4i2.1850>.

¹¹ Johan et al., "The Analysis of Speech Acts in English for Nusantara Textbook."

¹² Yafet Seftyan Nugroho, "The Illocutionary Acts Of Written Conversation In Eleventh Grade Senior High School Students' Textbook : Modul Pengayaan Bahasa Dan Sastra Inggris Peminatan Semester 2," *Jurnal Sosial Teknologi* 1, no. 12 (2021): 588–94, <https://doi.org/10.59188/jurnalsostech.v1i12.265>.

the pragmatic functions of illocutionary acts in movies and novels, revealing how characters use language to convey their intentions and emotions. The research analyzing textbooks has provided insights into the instructional language and communicative strategies used in educational materials. Additionally, studies on talk shows have highlighted the conversational tactics and persuasive illocutionary acts employed by hosts and guests. In previous studies on English teacher teaching in classroom which have focused on the functions of directive illocutionary acts to give instructions, assertive illocutionary acts to provide information, and expressive illocutionary acts to provide feedback or encouragement. By using these illocutionary acts, teachers can create an interactive learning environment, as well as ensure that students are engaged with the material and understand the learning context that is delivered. It can be concluded that the analysis of illocutionary acts can be applied in various different contexts based on their needs and has a distribution of types with different dominants depending on the context used.

In the academic context, speech acts especially illocutionary acts, are an important aspect in understanding the meaning used in communication such as through utterances. Illocutionary acts are which has many varieties, each of which has different functions and meanings in utterance. The different meanings in utterance, these include assertive, directive, commissive, expressive, and declarative. Some of these points have different intentions and purposes such as stating facts, giving orders, making promises, expressing feelings, or making declarations. Understanding these illocutionary acts is an important aspect to analyze with how the meaning can be conveyed and interpreted in a variety of

utterances, which allows for more variety in communication. In analyzing illocutionary acts in the context of English teachers during classroom teaching, it becomes clear that these illocutionary acts are crucial in facilitating effective instruction and classroom management. Analyzing illocutionary acts in the classroom interactions helps teachers to improve learning and maintain an interactive and conducive classroom atmosphere. As with, these studies before have not fully addressed the unique interaction patterns and pragmatic functions of illocutionary acts as produced by English teachers in actual classroom settings. Therefore, this study focuses on delivering an analysis of illocutionary acts used by English teachers during classroom teaching. This analysis will contribute to a deeper understanding of how teachers' illocutionary acts facilitate learning and interaction in an academic context. It is hoped that this research will enhance our understanding of various illocutionary acts. Therefore, this study is entitled *Illocutionary Acts Produced by English Teachers in Classroom Teaching at Eight Grade of SMP Negeri 2 Sumbergempol*.

B. Formulation of Research Question

Based on the background of the study, the questions formulated into:

1. What are types of Illocutionary Acts Produced by English Teacher on Teaching in Classroom at SMP Negeri 2 Sumbergempol ?
2. What is the dominant Illocutionary Acts Produced By English Teacher on Teaching in Classroom at SMP Negeri 2 Sumbergempol ?

C. Purpose of the Study

Based on the statements above, the objectives of the research are:

1. To describe the types of Illocutionary Acts Produced by English Teacher on Teaching in Classroom at SMP Negeri 2 Sumbergempol.
2. To describe the dominant Illocutionary Acts Produced by English Teacher on Teaching in Classroom at SMP Negeri 2 Sumbergempol.

D. Significance of the Study

1. For Teachers

The teachers were expected to increase awareness of communicative language use, which helped them in choosing the right utterances when interacting in the classroom. Therefore, this research was intended as an additional reference for the study of illocutionary acts contained in English teaching in the classroom. Moreover, it was expected to provide more information about the types of illocutionary acts and could provide positive feedback during learning by building more effective mutual communication.

2. For Future Researchers

The future research was expected to provide a more extensive analysis of illocutionary acts in the educational aspect. The research could be expanded by comparing the illocutionary acts of several teachers based

on different backgrounds, such as different teaching experiences or different levels of education. This research was useful for other researchers as a reference to examine how pragmatic theories, such as illocutionary acts, intersected with education and linguistics.

E. Scope and Limitation

The scope of this study is to identify the illocutionary acts employed by an English teacher during classroom teaching sessions at SMP Negeri 2 Sumbergempol. The research focuses on identifying the types, functions, and frequency of these illocutionary acts, including directive, assertive, expressive, commissive, and declarative, within the context of English language teaching. This study is specifically limited to interactions between the English teacher and students from class VIII-D and VIII-E during formal teaching and learning activities in the classroom.

F. Definition of the Key Terms

1. Pragmatic

Pragmatics is a branch of linguistics that studies how context affects the way we interpret meaning in communication. Pragmatics focuses on the meaning intended by the speaker, not just the literal meaning of the utterance. In the study of pragmatics, the interpretation of an utterance goes beyond the literal meaning of

the words it also involves understanding the speaker's intended message within a specific context. Factors such as social context, the relationship between the speaker and listener, time, place, and the communicative purpose play a crucial role in how the message is perceived by the interlocutor¹³.

2. Illocutionary acts

The aim of an utterance that requires a companion to take action is named the illocutionary act. Illocutionary acts refer to the actions that occur when someone utters a sentence, such as stating something, offering, promising, or carrying out other communication functions¹⁴.

3. English teaching

English teaching involves the facilitation of learning through methods and techniques that develop students ability to use the language proficiently in speaking, writing, listening, and reading. English language teaching is to enhance students' ability to use the language actively and effectively in real life communication. This includes developing proficiency in speaking, writing, listening, and reading. Therefore, English instruction focuses not only on the acquisition of grammatical structures but also on the ability to interpret and express meaning appropriately in diverse communicative contexts¹⁵.

¹³ Brown, G. d. (1996). Analisis Wacana. Jakarta: Gramedia Pustaka.(Discourse Analysis) (Terjemahan). Jakarta: Gramedia Pustaka.

¹⁴ Muhamd Mukhroji et al., "Pragmatic Forces in the Speech Acts of EFL Speakers at Kampung Inggris, Indonesia," *Journal of Social Studies Education Research* 10, no. 1 (2019): 38–60.

¹⁵ Richards, J. C. ., & Rodgers, T. S. . (2011). et al., "Approaches and Methods in Language Teaching," *Approaches and Methods in Language Teaching*, 2024, <https://doi.org/10.59646/methodsengteach/108>.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher provides an overview of the relevant literature. Researchers review several relevant theories and previous research as reference material. The literature review is divided into five sections: (1) Definition of Pragmatic (2) Definition of Speech Acts (3) The Types of Illocutionary Acts (4) Definition English Teaching (5) Previous Study.

A. Theoretical Framework

1. Pragmatic

Pragmatics is a branch of study that examines all interactions between language and context, one aspect of which is known as speech acts. According to Searle a speech act is the basic unit or smallest element of linguistic communication¹⁶. In the context of English language learning, illocutionary competence, which is one of the language competencies, can be understood as a deep understanding of sociolinguistic conventions included in pragmatic competence, as explained by Canale and according Wibowo kusumo et al., this knowledge is crucial for performing language functions accurately and appropriately in various communication contexts¹⁷. In this regard, illocutionary

¹⁶ Yulian and Mandarani, "A Speech Act Analysis: Illocutionary Acts Produced By Teacher in Esl Classroom."

¹⁷ Wibowo Kusumo, D., & Kusuma Wardani, D. (2019). *AN ANALYSIS OF ILLOCUTIONARY ACTS IN SPOKEN DIALOGS IN AN ENGLISH TEXTBOOK*. 4(2).

competence encompasses not only the ability to speak or write but also involves understanding how meaning can vary depending on social situations, the relationships between speakers, and the prevailing cultural norms.

The application of illocutionary competence in English language learning can be observed in the way language is used and taught in the classroom. During the learning process, students are trained to comprehend the context in which they are speaking, as well as how to choose the right words and expressions to effectively convey their intentions. Therefore, illocutionary competence becomes a vital aspect of language teaching, as it helps students communicate more effectively and appropriately in the situations they encounter. According to Supriyadi states that in understanding utterances, speakers apply a means ends analysis strategy, while speech partners use a heuristic analysis strategy¹⁸. Heuristic strategies aim to determine the pragmatic impact of a speech by creating hypotheses and then testing them against available data. Pragmatics is a branch of linguistics that studies how context affects the meaning of language, focusing on the relationship between linguistic forms and their meanings in social interaction. It emphasizes the importance of context in understanding speakers intentions and listeners interpretations, and explores the meanings that arise from interactions between speakers and their conversational partners.

¹⁸ Slamet Supriadi, "Pragmatic Analysis on G.M. Sudarta's Caricatures in Kompas Newspaper," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 3, no. 1 (2020): 367–78, <http://bircu-journal.com/index.php/birci/article/view/487>.