CHAPTER I

INTRODUCTION

In this chapter are presents about background of the study, the problem of the study, the limitation of the study, formulation of the study, objective of the study and significance of the study.

1.1 Background of The Study

When communicating an intention to another person, language plays a crucial role. People will be able to express their thoughts and feelings through language. Life, language, and communication are inseparable. Language can be used in a lot of different ways, like in education, society, politics, the economy, and culture. Speaking is one way that people communicate (Nursyam:2006).

English is a foreign language in Indonesia. Studying the four fundamental skills of speaking, writing, reading, and listening is an integral part of learning a foreign language. In order to accomplish particular objectives or to express their opinions, hopes, intentions, and points of view, students can communicate with others. Among the four language skills, teaching speaking is regarded as difficult. According to Chastain (1988), learning to speak clearly presents more challenges. This indicates that both the teacher and the students will need to put in more effort and participate in a variety of interesting activities.

Language is a mirror of the speaker because the first function of language is a tool for communicating. Making appointments, asking for things, greetings, apologizing, giving advice, seeking information, asking for help, and giving a speech in front of many people on stage are all examples of speech acts. The way people communicate with one another has a specific meaning. The way they talk and convey the topic can show their behavior. The smallest unit of language communication that determines the meaning of a sentence is the speech act, which is a product of the sentence under certain conditions. The meaning of a sentence is determined by the speech

acts that accompany its utterance. However, the possibility of precisely expressing the speaker's intention is always in principle what determines a sentence's meaning, and not just the words themselves as they are used in the sentence. Therefore, it is possible for the speakers to say a distinct sentence in each speech act as they attempt to adapt their utterance to the context. The study of speech acts and the meaning of sentences are not two separate studies; rather, they are part of the same research with two distinct perspectives. In contrast to theories that are more likely to attempt to analyze sentence structure, speech act theory focuses more on the meaning of sentences.

When we speak, we not only convey information but also the opportunity to act at the same time. When we reveal something, we perform what is known as a speech act. A form of verbal communication is speech act. Two words, speech and act, are the source of the expressions speech acts. Speech is what is said, and action is what is done.

Rahardi in Searle (2005:35-36) in the book Speech Acts by Searle: An essay on the philosophy of language that asserts that there are at least three kinds of speech acts used in practice. These three kinds of rowing speech acts are as follows:

1. Locutionarry Act
2. Illocutionary Act
3. Perlocutionarry Act

Speech acts are important in the classroom and in everyday life because they are a component of language use and a means of expressing one's thoughts and feelings .In the classroom, the teacher and the students interact a lot. For instance, when the teacher explains something, he or she might be doing so for a specific reason or just wants to get the message across. In this instance, making a speech act is crucial for preventing misunderstandings between teachers and students in the classroom and for everyone. Someone's words and actions frequently serve opposing goals, sometimes even in conflict (Thomas, 1995).Speech Act is something that an individual expresses that not only presents information but also performs an action in the philosophy of language and linguistics. Take, for instance, "I would like the kimchi, could you please pass it to me?" as an example.is regarded as a speech act because it demonstrates the speaker's desire to acquire the kimchi and presents a request that the kimchi be passed to them.

"Almost any speech act is really the performance of several acts at once, distinguished by different aspects of the speaker's intention," according to Kent Bach. There is the act of saying something, what one says with it, like asking for or promising something, and how one tries to influence the audience.The theory of locutionary, illocutionary, and perlocutionary acts developed by J. L. Austin are the origins of the modern usage of the term.Once spoken or communicated, speech acts serve their purpose.Apologizing, promising, ordering, responding, requesting, complaining, warning, inviting, refusing, and congratulating.

SMP Muhammadiyah 51 Sidikalang, the researcher is very familiar with the teacher and the environment there. researcher also finished my Magang I and Magang II at SMP Muhammadiyah .That school already meets the research's requirements. With the title "An analysis of speech act on English Teaching and Learning Proses in SMP Muhammadiyah 51 Sidikalang," the researcher is very interested in identifying and conducting research on the speech act at SMP Muhammadiyah 51 Sidikalang.

1.2   Problems of the Study

Base on the background of the study above, that the research focus is to analysis the speech act on the English teaching and learning process so the problems are as follows:

1.2.1   What kinds of Speech act that produce by a teacher when teaching in the class?

1.2.2   What kinds of Speech act that produce by students when learning in the class?

1.3   The Limitation of the Study

In this research, it is very important to make the limitation of the research to limit the data. researcher is want to analysis about the Speech Act in SMP Muhammadiyah 51 Sidikalang. Speech Act depend of three kinds, there are Locutionarry, Illocutionarry and Perlocutionary. the researcher choose Illocutionarry as the data to analysis, in Illocutionarry there are 5 types and researcher just focus to analysis 3 types from kind of illocutionarry, the type are Assertive, Directive and Expressive.

So researcher choose the illocutionarry act that produce by the teacher and students on teaching and learning process in SMP Muhammadiyah 51 Sidikalan Class VIII.

1.4 Formulation of the Study

Base on the previous background, researcher formulate the research question in question form as follow "What kinds of the speech act that produce by teacher and students English teaching and learning process at SMP Muhammadiyah 51 Sidikalang Class VIII?

1.5 Objectives of the Study

The objective of the research that can be formulate that to describe the speech act on English teaching and learning process at SMP Muhammadiyah 51 Sidiklang Class VIII.

1.6 Significance of the Study

The significance of the study considers into two, theoretically and practically. Theoretically, this research is useful to add the science provide more information about Speech Act.

While practically for English teacher, the result of this research becomes the references and alternative to make a good communication and interaction with students in teaching and learning process.

For the students, this research show how important of analyze the sentence first, before doing something to anticipate misunderstanding. Make students easily to find and get what the important part of learning in the classroom when they are do the discussion with their friends.