

CHAPTER I

INTRODUCTION

1.1 Background of Study

Communication plays an important role in today's era of globalization. Advances in science and technology open up the possibility of international communication. Language is one of the communication tools used all over the world to convey ideas, feelings and thoughts. And English has been adopted as a global language used all over the world. (Crystal, 2003) also states that English is a universal language; Thus, English began to play a role as a communication tool used in important international conferences. As a world language, English has an important function and role. By learning English, one broadens international horizons and knowledge.

In classroom interaction, there is a communication exchange of thoughts, ideas, feelings and opinions. Communication is usually used to convey information or ideas both in oral and written form. Communication occurs when there are important things that support the communication itself that can be understood well by the speaker and listener. Communication is more efficient and more practical to understand. In addition to valuable knowledge transfer skills, teachers and students need to have good talent skills and build effective classroom communication to achieve learning objectives. In this case, especially for learning English as a second or foreign language, communicative competence must be mastered in order to be able to speak accurately and precisely. However, the sensitivity to understand what the speaker wants to say to the listener and how to interpret its meaning is very important. To communicate, the use of language alone does not make the listener relatively understand, but there are still misunderstandings.

Another study (Sato, 2020) stated that speaking English in class can be physically and mentally exhausting in an EFL environment. It differs from teaching English as a second language in the sense that English is used as a means of communication.

Meanwhile in an EFL classroom environment such as in Indonesia, teachers and students need to pay attention to several things; idiomatic expressions and cultural norms (Hidayat, 2016). These factors can be problematic if the listener does not really understand the meaning of the utterance. This is because their assumptions about the rules and conventions of their mother tongue also apply to their foreign language. This may also be due to ignorance of foreign language idioms and cultural norms.

(Jager, 2012) in his research found that the majority of teachers in South Africa are underqualified or unqualified to teach. In addition, it seems that teachers have limited oral skills in English, they do not have the skills to teach English as a second language and do not have the knowledge to teach in a bilingual/multilingual educational context so that many students may not be familiar with idiomatic or technical English; contraction; preposition; pronunciation; complex language; jargon and/or acronyms; or they may not be used to hearing English, so they use it incorrectly themselves. Delivery speed, intonation, rhythm and syllable stress, to name a few, are a problem. How students and teachers, as second language speakers, use the target language may exacerbate the problem.

This distinct environment also triggers different focus on language teaching, method, techniques and so forth. That is to say, there are many concerns that are crucial to being investigated, especially about teaching English as a foreign language.

The teacher and students in the classroom do a lot of interaction, when teacher say something, maybe teacher has a special purpose, or just want to convey information. Then, the important one of teaching and learning process is how students get teacher intention in teaching or how teacher get students' intention in learning. But, teacher and students as a non-native speakers, when use English to communicate, sometimes difficult to convey exactly what we want to convey. Therefore speech acts is very important so that there is no misunderstanding between teacher and students in the classroom. By using speech

acts effectively, EFL teacher can achieve better grades in English lessons and provide quality information to students.

Speech acts are fundamental in the learning process. (Austin, 1962) states that speech acts are actions taken by speakers when speaking. It makes sense because the transmission of knowledge, the organization of activities, the way of teaching and the communication of instructions occur through conversations with the teacher, including speech acts. Adequate understanding of pragmatics and speech acts can facilitate teachers' teaching and learning process. The language created by the teacher can develop certain institutions and functions. Furthermore, some scholars regard teacher speech as an act of speaking. Speech act theory has become an essential field of linguistics. Thus, speech acts play a crucial role in teaching English.

There are many previous studies which have analysed speech acts in EFL classroom, first study by Tinatin Kurdghelashvili (2015) about speech acts and politeness strategies in an EFL classroom in Georgia. Second, study by Sri Suci Suryawati, Zughrofiyatun Najah, Arina Khuzaniar R (2020) which about analyzing the types of speech act found in teacher's oral interaction in the learning process. Third, study by Ike Nursafitri (2020) which analyse about speech act used by English teacher at SMAN 5 BARRU. According to the findings of a previous study conducted by Nurhidayah (2015) language learners tend to have difficulty understanding the meaning intended by the teacher. The introduction and use of speech act theory will assist students in producing appropriate speech acts in intercultural interactions. Speech acts have been one of the communicative competencies that are crucial to being taught.

As previously mentioned, speech acts are very important in the learning process because they are a means to convey thoughts and feelings. As well as building effective communication and interaction between teachers and students in the classroom. If the teacher conveys something, the teacher may have an exclusive purpose or want to provide information. The most important thing in the teaching and learning process is know what the teacher means when teaching or what the teacher wants to convey when communicating using English. Therefore,

speech acts are fundamental to avoid misunderstandings between teachers and students in the classroom interaction.

So, considering the description above, the researcher will conduct the research of **“An Analysis Using Speech Act in EFL Classroom Interaction at Eleventh Grade of MAN 1 Medan”**.

1.2 The Identification of The Problem

- a. Language plays an essential role in the education and learning process. However, misunderstandings and misinterpretations can occur during communication in the classroom environment. This misunderstanding arises because students find it challenging to understand the speaker's intent.
- b. In English class, the teacher makes many statements. Speech conveys the teacher's intentions, and the actions taken vary.
- c. Depending on the situation, the teacher can use various types of speech acts to express his/her intention; and using speech act theory can interpret what the teacher wants to convey.
- d. English in the classroom can be physically and mentally exhausting in an EFL environment. To overcome this problem, speech acts facilitate communication with L2 teachers.

1.3 The Limitation of The Problem

This research only analyses the types of speech acts used in class XI interactions at MAN 1 Medan. The speech act theory adopted in this study is the theory proposed by Searle; it focuses on the basics of behavior in speech. They are representative, directive, commissive, expressive, and declarations. It is intended to help students understand how the message is actually interpreted.

1.4 The Formulation of The Problem

1. What are types of speech act used by teacher and students in EFL classroom interaction at eleventh grade of MAN 1 Medan?

2. What function do teacher and students use speech acts in EFL classroom interactions?

1.5 Objective of The Study

1. To find out which types of speech acts used by teacher and students in EFL classroom interaction at eleventh grade of MAN 1 Medan.
2. To describe the function English teacher and students use speech acts in EFL classroom interactions.

1.6 The Significance of The Study

The result of this study is expected to contribute several aspects of education to the following educational objects:

1. Theoretical Benefit

This research, which is the result of the researcher's thoughts from various sources that have been arranged, can be used as a reference, useful for academic purposes and further research.

2. Practical Significance

- a. This research can provide more information about speech acts, especially in EFL class interactions.
- b. This research can help teachers recognize the practice of speech acts in the learning process.
- c. This research can help students understand the practice of speech acts in the learning process.