**CHAPTER I**

**INTRODUCTION**

This chapter describes the research background, problem statement, objectives of the research, significance of the research and scope of the research.

**A. Background**

Language is a tool used to communicate, to express ideas, to express feelings, and to give and get information. Searle (1969) stated that to understand language one must understand the speaker’s intention. Since language is intentional behavior, it should be treated like a form of action. The speech act is as the basic unit of language used to express meaning, an utterance that expresses an intention. When one speaks, one performs an act. Speech is not just used to designate something, it actually does something. Then, he also said when the hearer understands the speaker’s intention, it is important to get the meaning, without the speaker’s intention, it is impossible to understand the words as a speech act.

 Johnstone (2008) stated that speech act is a major field of discourse which has been applied to the second language acquisition. Learners must use speech acts in interactions, they must be taught not only how to produce the speech act but also how to interpret and comprehend a speech act utterance if not, the students know well what someone says, but not be able to understand it. So, within the context of the classrooms, EFL learners need to be taught the different forms and responses of speech acts in order to be able to communicate smoothly and properly with native speaker of English (Zayed: 2014). Then other experts put the important of speech act in classroom are Zhao and Throssell (2011: 92). They stated EFL teachers should use and introduce the speech act theory in teaching and also give the relevant knowledge to help the students become in produce appropriate speech acts in intercultural communication. Besides, they also stated speech act as an action performed by means of language as an important element of communicative competence and the speech act theory not only conveys the linguistic rules people share to create the acts, but also leads language learners to use this language tactfully or appropriately. The development of speech-act theory of Austin and Searle has given hearers a better understanding about the speakers’ intent to perform various functions effectively and appropriately in the act of communication. “Speech act theory has stimulated research focusing on speech events and speech acts, the results of which have made the tutors more aware of the interplay of situational, sociolinguistic, and linguistic types of competency” (Rasekh and Mardhani, 2010:96).

 When teaching is designed to accomplish a particular goal of learning, it might be successful with the use of a certain language. The teaching is carried out by language that is known widely as classroom speech act (Curtis and O’Hagan, 2005: 48). The classroom speech act refers to the quality of verbal interaction in the classroom and also involves all verbal utterances said in classroom communication. This provides important information for teachers, whereby they know the typical teaching behaviors they use extensively in communicating with the students (Seken and Nyoman, 2013).

 Another expert gives comment in relating to speech acts in the classroom namely Johnson. Johnson in Seken and Nyoman (2013) stated that interpersonal aspect of classroom discourse is related to three instructional functions such as control, organization, and motivation. These instructional functions of speech acts are basic to teacher function in the classroom. Searle (1969) stated that directive is a speech act that is frequently used in a classroom interaction. The teachers use it to make the students doing something. Instructing students and providing feedback on performance are probably the two most commonly conceived classroom functions of a teacher. Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Celce-Murcia in Nurmasitah: 2010).

 Based on the pre-observation, the teachers of SMA Negeri 1 Pinrang used English and Indonesian speech acts in teaching and learning process, but sometimes they didn’t realize the functions of it and what types of speech acts based on students’ need. In this research, the researcher not only found out the types, functions and implications of speech acts used by EFL teachers but also found out the students’ perception of EFL teachers’ speech acts in classroom interaction. Croft (1994) stated the importance of considering in the analysis of speech acts not only the performance of an utterance but also the interaction of speaker and addressee. Analyzing and knowing how many kinds of speech act there are in the world, it is more practical to see how different meanings are produced within the same set of speech acts because when the people use words to communicate and create meanings, it is reasonable to explore the process of meaning constructions from the basic unit, which is the use of words to create meaning (Hsieh, 2009). Moreover, analyzing the types, functions, implications and students’ perception should be done because those give the teacher information about speech acts and also what types of speech acts are preferred by the students based on their perception. As it stated in Dewan Bahasa Dan Pustaka (2005) that perception is depicting or portraying or thinking about something. This way is as guide for the teacher to know what types of speech act that based on students’ needs which give positive impact on students’ communicative competence. Based on these explanations above, the writer is interested to figure out a research entitled ***“An analysis of speech acts used by EFL teachers in classroom interaction”***

**B. Problem Statement**

 Based on what have been stated previously on the background, the research questions were formulated in the following:

1. What types and functions of speech acts are used by EFL teachers in classroom interaction?
2. How is the students’ perception toward EFL teachers’ speech acts in classroom interaction?
3. What are the implications of speech acts use in TEFL?

**C. The Objectives of the Research**

Based on the research questions, the objectives of the research were to find out:

1. The types and functions of speech acts used by EFL teachers in classroom interaction
2. The students’ perception toward EFL teachers’ speech acts in classroom interaction
3. The implications of speech acts use in TEFL

**D. The Significances of the Research**

 The results of the research have significant effect on the theory and practice. In theory, this research can build up the understanding using speech acts and also give understanding about the types, functions and implications of speech acts. Beside that it gives understanding about the effective speech acts used by EFL teachers in teaching and learning process based on the students’ perception. In other hand, this research also gives significance in term of practices for teachers and students that they are expected to use more speech acts in classroom in order create more interaction and communicate appropriately. Besides, this research is important for English teachers as additional knowledge on how they use the prefer types of speech acts in teaching and learning process that are as strategy for achieving the specific goals. Croft (1994) “the importance of considering in the analysis of speech acts not only the performance of an utterance but also the interaction of speaker and addressee”. Analyzing and knowing how many kinds of speech act there are in the world, it is more practical to see how different meanings are produced within the same set of speech acts (Hsieh: 2009).

**E. The Scope of the Research**

This research was limited on types, functions, and implications of speech acts used by EFL teachers and also the students’ perception of EFL teachers’ speech acts in classroom interaction.

 By discipline, research in this field was under applied sociolinguistic that related to speech acts.

 By content, this research emphasized on the types, functions of speech acts used by the teachers. Then, it emphasized on students’ perception of teachers’ speech acts in classroom interaction between teacher and learner/learners and also the implications of speech acts in teaching.

 By activity, the researcher entered to the EFL class, paid attention on teaching process, recorded, transcribed and analyzed it. The analyzing was done based on Searle taxonomy. Then it also checked the students’ perception on teachers’ speech acts. The ways in checking the students’ perception on teachers’ speech acts were using interview and observation checklist.