CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

People use language as Communication.Communication is simply the act of transferring information from one place to another. People use many variations in communicating in order to share their feelings and ideas such as verbal and nonverbal communication. According to Buck (2002), there are two types of communication. Verbal communication and nonverbal communication.Verbal communication is the use of sounds and words to express yourself. An example of verbal communication is saying "No" when someone asks you to do something you don't want to do.

Nonverbal communication is usually understood as the process of communication through sending and receiving wordless messages. Such messages can be communicated through gesture;body language or posture; facial expression and eye contact. In other words it can be divided into four categories: aesthetic,physical, signs, and symbols. These two types are the general media of people to interact each other in which the speech act occurs. Speech act is a kind of verbal communication and it is a subdivision of pragmatics. According to Yule (1996), speech act is a study of how the speakers and hearers use language. Bach (2000) explains that an action in verbal communication has message in itself, so the communication is not only about language but also with action.

Speech act is the utterance that occurs and act refers to an action. That is the reason why people have to interpret the meaning of communication or language through speech acts. We always perform speech act in our daily life. Sometimes we don't realize that the utterances we produce consist of speech act. We often use utterances with indirect meaning. Speech act occurs on the process of the meaning in how the communication occurs and how the listener perceives the aim. In many times, people not only saying but also forcing the hearer to do something. When the hearer is doing an act, it means that he or she is doing illocutionary act.

School is a public place to educate students in learning process. As a public place there are many people at school. Almost all the people who enter the school communicate to each other. They may use different utterances, such as declaratives, interrogatives or imperatives. They use sentences according to their situation.For instance,teachers have different communication while they are teaching in the classroomand if they communicate to their friends during their free time.Mostly teachers' utterances in the classroom are direct speech act while outside the classroom they tend to use indirect speech act. We may see the example below:

[The teacher's conversation in the classroom]

Teacher : Minggu lalu kita sudah belajar tentang Tata Surya dan planet. Ada yang mengingat ada berapa jenis dari planet-panet.
[salah satu anak murid yang bernama Yonatalia tunjuk tangan dan menjawab pertanyaan guru]
Yonatalia : Ada 8 jenis planet bu.
Teacher : Bagus. Berarti Yona belajar dan mengulangi pelajaran dirumah. Apa saja yang delapan itu.
Yonatalia : merkurius, venus,bumi,mars,jupiter,saturnus,uranus dan neptunus

From the conversation above we may see that teacher use direct speech act inthe form of interrogative and the function is as questioning. Yona responses teacher in direct form by saying Ada delapan jenis planet bu. [Mam, There are 8 kinds of planets]. People don't speak merely to exercise their vocal cords. Generally, thereason people say what they say when they say it is to communicatesomething to those they are addressing. That is, in saying something aperson has a certain intention, and the act of communicating succeedsonly if that intention is recognized by the hearer. The intention isrecognized partly on the basis of what is said, but only partly. What issaid does not fully determine what the speaker is to be taken to bedoing.

Illocutionary act is a very important part of speech act because illocutionary actitself becomes the main central to linguistics in elements of communication. Accordingto Levinson (1983:1) defines thatpragmatics is a study of relation between languages, grammatical and encoded in thestructure of language. So, generally he says that the terms of pragmatics is said as the branch of linguistics which concerns with the use of language in social contexts and theways in which people produce and comprehend meanings through language. Morris (1983) also defines the definition of pragmatics. He says that pragmatics is the study of the relationships between linguistics and the users and also discusses the contextual meaning because pragmatics involve the interpretation of what people mean in particular context and how the context influence what is said.

The ability to comprehend and produce a communicative act is referred to pragmatic competence (Kasper, 1990) which often includes one's knowledge

about the social status between the speaker involved, cultural knowledge and the linguistics knowledge. The concept of an illocutionary act is central to the concept of a speech act. Although there are numerous opinions regarding how to define 'illocutionary acts', there are some kinds of acts which are widely accepted as illocutionary, for example promising, ordering someone, and commanding. Illocutionary act has some different types. Yule (1996) has set up the classification of illocutionary speech act as five subdivisions. They are: representative, directive, commissive, expressive, and declarative. Each type has different context and meaning. All of these types will become the media for the writer to analyze utterances in school communication.

The way of people to communicate are always different.We sometimes communicate with direct or indirect speech acts. It depends on certain setting such as in social, science or religion. In social purpose, particularly happened in school environment people tend to use direct speech act in formal setting and indirect speech act in informal setting. The utterances used by headmaster to teachers during the meeting or teachers to students during the learning process are catagorized as formal utterances and the utterances used by teachers in different setting such as at the school canteen, security post during their free time are catagorized as informal setting. For example :

Irma   : Masak apa hari ini Ron?
                     [Rona seorang penjaga kantin]
Linda   : Ih.. semunya serba pedas
Irma   : Wi..gimana si Nona ku ya
                     [Nona adalah murid TK putri Ibu Irma]
Rona   : Kan ada Juga yang tidak pake cabe ka.
                 Di kulkas ada telor itu.

The conversation above is in the school canteen. Irma asks question to get information about what food are preapared in the canteen is knonw as locutionary. She also ask question to Rona in order to hear Rona's response and ready to serve Irma because Irma is hungry and wants to eat in the canteen is known as illocutionary. In helping Irma to serve her food and give it to her directly is known as perlocutionary effect.

Searle (1979) highlights that speech act is presented in real language use situations. Accordingly, he says that the basic assumption on the speech act theory should be that the smallest unit in human communication is the implementation of certain types of acts. AccordingBach(2000), these acts in communication cases are associated with the functional dimensions of language. As opposed to morphological, syntactic and rhetorical dimensions regarding organization of the language structures, pragmatic dimension are associated with producing and understanding speech acts. These two dimensions function reciprocally in communication. Speech acts in one form of utterances can be used by the speakers of interlocutors to convey the meaning of their purposes in communication. In communication itself, pragmatic competence has an important role. In this way, the pragmatic competence as the ability to perform speech acts should be mastered in different types of speech acts.

Pragmatic deals with the speaker's communicative competence.Speakers use their knowledge of a language to convey and interpret meanings.In the area of pragmatics, the speakers interpret their utterance in social contexts, knowing what to say, how to say it,and when to say it, and how to be with other people. This

knowledge enables them to produce and understand utternaces in relation to specific communicative purpose and specific speech contexts.

Based on the phenomena above, the researcher is interested ininvestigating the used of speech acts in communicative events in school context. It is focused on the participant's utterances in order to know how they perform acts. As Leongkamchorn (2011) Speech acts are actions performed via utterances. When people produce an utterance, they might declare, assert, express, order, promise, request, complain, apologize, compliment, warn, threaten, refuse, suggest, etc. All these acts mentioned are in the minds of speakers when they produce the utterances, and the listeners need to recognize the various acts by interpreting the meaning conveyed via the utterances. It is the same when we are at school environment.

Some teachers or students might communicate to others by using different speech scts.They want to assert their beliefs, express their feeling on something, persuade and convince the listeners to do something. Speech act theory nowadays is used widely to study and analyze daily conversation. There is also some research using speech act theory to analyze statements in other contexts.In this case, the choice of the speech acts theory as the Linguistic framework for the analysis of speech acts incommunicative events in school context based on the fact that the every people perform various actions through utterances.

As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker's intention, the attitude being

expressed.Austin (1962) classifies speech acts into, (1) Locutionary acts, (2) Perlocutionary acts and (3) Illocutionary acts. In this thesis, the form and its function of speech acts is the main focus investigation, because by knowing the form and its function, it will make the hearersunderstandthe intended meaning easily.

There are five function of speech acts, those are assertives, directives,commissives, declaratives and expressives. This study was investigated speech act in communicative events in school contexts. The main aspects which were observed are speech acts used by the schoolboard, headmaster and teachers in the school environment, how those typesof speech acts are used by participants and the reasons why those types of speech acts used as the ways they are during the teacher's meeting or teacher's conversation.

1.2 The Problem of the Study

Based on the background of the study, the problem of the study as the following.

1. How are speech acts realized linguisticallyincommunicative events in school contexts?

2. Why are the speechactsrealized in the way they are?

1.3 The Objectives of the study

In relation to the problems, the objectives of the study are :

1. to describe how those types of speech acts realized incommunicative events in school context.

2. to explain the reason why those types of speech acts realized in the waythey are.

1.4 The scope of the Study

The studyinvestigated speech acts used by the participants in school contexts. The main aspect observed were the form and its function of speech acts and the way of speech acts used in communicative events in school context. The data were taken in communicative events in school contexts.The utterances were analyzed based on the types of speech acts used by school boards, headmaster and teachers.In this case, it is important to describe and elaborate the speech acts theory and the realization of linguistic devices in that context so the factors generating the speech acts can be analyzed.

1.5 The Significance of the Study

The findings of this study are expected to be theoretically and Practically. Theoretically, the findings of this research will be expected to provide contribution to the theories of pragmatics and sociolinguistics, especially to the theory of speech act in specific in communicative events in school context. Practically, the findings of the study will give the readers a better understanding of context and speech acts are used in the study of pragmatic. She also hopes it can be benefit for the readers who have interest in speech act theory.