

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Communication is a process to transfer ideas. In communication people can get the information from others. People make communications are their part of a society, to make social interaction and to be part of relationship. Communication is the activity or process of expressing ideas, feeling or giving people information, Kuchah (2006:295). So the information or messages come with the intention of someone who conveys information. Lunenburg (2010:53) stated that communication happens between two elements namely sender and receiver, the most importance to communication and interaction with people is language. From the explanation above, it can be concluded that language is a tool which enable people in doing communication and many interaction with society.

Language is important to communicate and show the feeling, and to give information. Language is important thing that automatically influences human life. Language allows us to know what the speaker hope. As everybody knows, language is tool to convey ideas, opinions, and feelings among people by oral or written ways. Without it, people are difficult to understand one each other. Further, Kuchah (2006:848) explains that language is system of communication in speech and writing that is used by people of particular country. Language is used by human of a system of a sounds and words to communicate, language is particular style of speaking and writing. Language provides a variety of ways of saying the same thing addressing and greeting others, describing things, paying

compliments. Further Holmes (2001:3) stated that language can convey objective information of a referential kind and it can also express how someone is feeling.

Language can express our feelings, ask questions, make requests, protest, criticize, insult, apologize, promise, thank, say hello and goodbye. Language is important to communicate in teaching process, a good communication will help us in teaching learning process. Teacher as the speaker will be easy to explain the material to the students as listener. It is one of the main points in a process of learning to achieve better learning outcomes. Teacher will produce some utterances in order to convey material to the students through their speech and the students have to know the context of utterances they convey the material. The problem in expressing meaning and material is the listener has the different perception of what the speaker said. So to get the same meaning, the theory of meaning is discussed deeply is pragmatics.

Pragmatics is the study of utterances meaning, sentences which are used in communication and also the study of meaning in language interaction between a speaker and listener. Pragmatics is also to know meaning, aims or goals and kind of the action of people's utterances. Pragmatics is concerned with meaning in the context of language use. Pragmatics attempts to analyze how it happens that often more is communicated than said. In Pragmatics the speaker can use code to the listener.

Pragmatics has some sub-discussion, they are deixis, speech acts, cooperation and implicature, entailment, presupposition, and the last is politeness. One of the most common was discussed in the subject of pragmatics deals with verbal acts or performances which take place in particular situation, in time, and

the study is speech acts. A speech acts as action performed through utterances. Speech acts theory is a subfield of pragmatics. It concerned with the ways in which words can be used not only to present information but also to carry out actions. Speech acts are staple of everyday communicative life.

People perform utterances when they offer an apology, complaint, compliment, invitation, and promise. The speakers normally expect that his or her communicative intention will be recognized by the hearer. Both the speaker and hearer are usually helped in this process by the circumstances surrounding the utterance. Speech acts refers to an utterance and the total situation in which the utterance is issued. Searle (1969:21) classified three types of speech acts. They are, locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts is the utterance that a speaker performs, illocutionary acts is the acts or a particular intention of utterance and perlocutionary acts is the effect of the uttered by the speaker.

Illocutinary acts is used to accomplish some communicative purposes, such as asking, ordering, suggesting, requesting, informing, advising, and greeting, Searle (1979:13). He identifies that there are five categories of utterance found in illocutionary acts. They are representative, directive, commissive, expressive, and declaration. Furthermore, he explains that a representative is kind of speech acts that commit the speaker to the truth of the expressed proposition and thus carry a truth value. Directive is an illocutionary acts that the speaker wants the hearer to do or not to do something. Commissive is an illocutionary acts which commits the speaker to do the action in the future. Expressive is an illocutionary acts that express feelings using such verbs as apologize, congratulate, regret, thank and

welcome. Declaration is an illocutionary acts that the speaker alter the external status or conditions of an object or situation.

From the explanation above, the writer knows speech acts is the important part of communication. People do not only produce utterance containing grammatical structure and words but, people also perform actions via that utterance. In English, speech acts are commonly give specific labels, such as apology, complaint, invitation, promise and request. So to understand the meaning of speaker says, people must know about speech acts.

In this research, the writer focuses on the Expressive Speech acts. Expressive is one kinds of speech acts which describes what the speaker feel such as a joy, compliment, apologize, congratulate, thank, like or dislike. Expressive speech acts used by the English teacher in learning process. Moreover, by using expressive speech acts, teachers may express their feeling in the learning process and the utterances affect the situation of learning process. Before conducting the research, the researcher makes pre observation for the subject of the research. The researcher had observed an English teachers' expressive speech act as the preliminary data of the research. By recording the English teachers' utterances during the process of teaching learning. The result of pre observation can be seen from the table below:

Table 1.1 The Preliminary Data

No	English Teachers' utterances	Type of Expressive Speech Act						
		Thanking	Apologizing	Congratulating	Welcoming	Dissatisfaction	Complaining	Condoling
1.	Thank you for today and see you							

2.	Yes, Clap your hands!							
3.	Come in							
4.	I am sorry to hear that							
5.	This class is so dirty							
6.	Good morning dear students							

From the observation above, the writer found some expressive speech act used by the English teacher such as thanking, apologizing, welcoming, complaining, congratulating and condoling. While, the writer could not find the dominant types of expressive speech act used by the English teacher. There was no dissatisfaction act totally performed by the English teacher. The reason why the writer takes the English teacher utterances to be analyzed because of the various expressive speech used in teaching-learning whether it is used to convey the material and to express their feelings to the students.

Based on the explanation above, the writer concludes that the teacher's utterances in teaching the students is interesting to be analyzed because the writer can see how the teacher can express their thanking, welcoming, praising, complaining, criticizing, and etc in their speech acts, then the writer can classify the types of expressive speech act uttered by the teacher in learning process. Therefore, this research has a purpose to study a problem related to the speech acts as entitled "*An analysis of Expressive Speech Acts Used by the English Teachers at SMP Negeri 1 Sipahutar*".

1.2 Problems of the Study

Based on background of the study above, problems of the study can be identified as follows:

1. What types of expressive speech acts are used by the English teachers at SMP Negeri 1 Sipahutar?
2. What type of expressive speech acts is the dominant one used by the English Teachers at SMP Negeri 1 Sipahutar?

1.3 Objectives of the Study

Objectives of the study based on the problem that the writer has mentioned are aimed to:

1. To classify the types of the expressive speech acts are used by the English teacher at SMP Negeri 1 Sipahutar
2. To know the dominant type of speech acts that is used by the English teachers at SMP Negeri 1 Sipahutar

1.4 Scope of the Study

There are many part of pragmatics study. One of them is speech acts, speech acts have three parts, the first one is locutionary act, the second is Illocutionary act and the last is Perlocutionary act. This study focus of the analysis of Illocutionary act. Illocutionary act is central of speech act concept. Illocutionary acts have a force as an aspect of speaker meaning. It means that, when speaker utter utterances, they have power to control someone else to do something in accordance with what they desire. Illocutionary acts are classified into five types namely representative, directive, expressive, commisive, and declaration. The

scope of this study is focused on the expressive speech acts that consists of thanking, apologizing, congratulating, welcoming, dissatisfaction, complaining, and condoling. The writer will focus on identifying types and finding the dominant one of the expressive speech acts used by the English Teachers at SMP Negeri 1 Sipahutar.

1.5 Significances of the Study

The result of this study are expected to give theoretical and practical significant as follows:

1. Theoretically

This study can give contribution to increase the knowleadge and give more understanding of pragmatics, especially speech acts. Beside, the writer expects that this research can give further informations and knowledge to the reader about speech acts in general and the types of speech acts. The writer also hopes that these theories can help the reader to identify the types of speech acts and to know the impact of expressive speech act to the listener that said by the speaker.

2. Practically

This research can give more informations and knowledge related to speech acts study especially speech acts in the teaching and learning process. Then, the reader can use this study as an additional reference for the next researcher, especially those who are interested in the study of pragmatics. After that, the writer hopes that it will inspire the English teacher to use expressive speech acts in teaching learning process.

The results of this study contributed for:

(1) Teacher

Hopefully, this research would be meaningful for the teachers to recognize their types of speech acts especially expressive speech acts in the way they deliver the utterances to the students. By reading this research, the teachers are expected to be more concerned about the context situation of the way how they utter the expressive speech acts.

(2) Students

From this research, the students would comprehend the kinds of expressive speech acts that are used by their teacher so that they would be more easily able to adjust with the teacher's expressive speech acts not only to grasp the material transmitted but also to be connected with them including in the communication.

(3) Reader

For the educator who reads this research, hopefully it can bring enlightenment and information concerning expressive speech acts used by the English teacher.

CHAPTER II REVIEW OF LITERATURE

2.1 Theoretical Framework

The understanding of some crucial research theories is needed in this research which is provided by the writer as the basic foundation, references and guidelines for reader to learn. In this theoretical chapter, the writer discusses some theories by the expert related to this research. Those are pragmatics, speech acts, classification of speech acts, expressive speech acts, and the classification.

2.2 Pragmatics

Pragmatics is the study of meaning as communicated by the speaker and interpreted by the listener. Pragmatics involves the interpretation of what people mean in particular context and how the context influences what is said. According to Patrick Griffiths (2006:12) pragmatics is concerned with the use of these tools in meaningful communication. Pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account context use. Pragmatics is a broad term in the field of linguistics. Pardede (2015:1) state that pragmatics is another branch of linguistics. It necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. In pragmatics context is very important to be considered and understood. Different pieces of language can have different meaning in different context or situation.

Meanwhile, Akinwotu (2013:44) simply defined pragmatics as the study of language in use. Mey (2001:6) pointed out that pragmatics studies the use of

language in human communication as determined by the conditions of society. Pragmatics is characterized by the idea that language is used by its user and the use of language depends on norms, rules and beliefs that exist in the community where the user lives. This means that pragmatics is a branch of linguistics knowledge which encompasses the blending of the knowledge of morphology, phonology, syntax and even semantics. Pragmatics has something to do with the fact that users use language in context and language is restricted to culture. Pragmatics is another branch of linguistics that is concerned with meaning.

Levinson (1983: 9) proposes that pragmatics is the study of the relations between language and context that are oriented in the structure of a language. There are five principles of pragmatics. They are deixis, presupposition, entailment, implicature and speech act. Grundy (2008:49) stated that the meaning and the intention of utterances uttered by users are determined by the existence of a context. He also added that culture and context play roles in communication. It is because without contexts, a hearer does not understand what a speaker intends to say by his or her words. Grundy said clearly points out that culture can not be separated from the language when users communicate.

Based on the theory above, the writer concluded that pragmatics is the study of meaning in a communication, such as some utterance delivered by the speaker or writer and who interprets these utterances is the listener or reader. Pragmatics will look for further meaning that can not be captured by semantics theory since pragmatics enables people to interpret the speaker's meaning when they do not exactly say what they mean to the hearer. Simply Pragmatics is the study of how more gets communicated than is said by the speaker.

2.3 Speech Act

Speech acts are the realm in pragmatics. Speech acts can be found in many kinds of communication in a different context, on the other hand a speech consist of many words that can be analyzed. The speech act is the study of the meaning and function of an utterance, Della & Sembiring (2018:22-27). The speech act is words that predispose a person to do what is being said by the speaker. Further, Austin (1962:108) stated that sometimes, when people utter an utterances, it has a certain. According to Yule in Lu'Lu (2017:17) a speech acts is the action that is performed by a speaker with an utterance. Speech acts are those of making statement or question, giving commands or order, refusing, complimenting, apologizing and etc. He acknowledges that by performing speech acts, people do not merely say something using the language out of the blue. Instead, they have intention and force behind thr utterances they utter and those utterances may affect the behavior of the hearer.

Speech acts is an action, the speaker who speaks an utterance using the speech acts intends the hearer to do smething. In the other words, the notion of speech acts will expose the effort of speakers in using a language to perform their intended action and how will the hearer concluded it, Altikitri (2011:6). Then, Revita (2017:3) stated that speech acts as the action from what the speaker said to the heaer. Therefore, the writer concludes that speech act is critical because by understanding speech acts, the listener could interpret an utterance into a particular act as the speaker wishes. Speech acts is the basic utterances of someone so it can be concluded that speech act is found more in communication between speaker and hearer.

2.3.1 Classification of Speech Act

Based on Grundy (2008:71) there are three categories or dimensions of speech acts. So when people say something they can involve in the three dimensions which are locutionary acts, illocutionary acts and perlocutionary acts. Further According to Peccei (1999: 43), speech act is an act that the speaker's performance when making an utterance. The actions are performed via utterance consist of three acts; they are locutionary act, illocutionary act, and perlocutionary act. The action performed via utterance consists of three acts; they are locutionary act, illocutionary act and perlocutionary act. The locutionary act is the basic act of utterance as first dimension (the literal meaning of the utterance). Illocutionary act is the second dimension. It means that purpose of an utterance (the meaning intended by the speaker). The third dimension is perlocutionary act. Perlocutionary act is assumption of hearer and dependence of situation (the effect of the utterance on the hearer).

2.3.1.1 Locutionary Act

Locutionary act is roughly equivalent to utter a certain sense and reference. Locutionary acts are the basic utterance by people in the right grammar and understandable vocabulary, Sri (2017:75). In locutionary act, if you feel difficult to produce the sounds correctly and words to create a meaningful utterance in a language for example, because it is foreign or your tongue tied then you might fail to produce locutionary acts. Producing "aha mokofa" of course in English will not normally count as a locutionary acts. So for the foreign who have tongue tied that they still can not produce the sound in English normally and then they might fail to produce a locutionary act. Therefore, in locutionary act, we do not just produce

well-performed utterances with no purpose, but we form an utterance with some kind of function in mind.

Moreover, locutionary acts include phonetic acts, phatic acts, and rhetic acts. Phonetic acts are acts of pronouncing sounds, phatics acts are acts of uttering words or sentences in accordance with the phonological and syntactic rules of the language to which they belong and rhetic acts are acts of uttering a sentence with sense and more or less definitr reference, Oishi (2006:220). Moreover, Locutionary is the easiest one to be identified because in locutionary the utterances itself with a meaningful linguistic expression.

2.3.1.2 Illocutionary Act

Illocutionary acts mean the social function of what is said. Illocutionary act is an act of doing something with a purpose and a specific function anyway. Speech acts can be considered as the act of doing something. Speech my hands itch spoken speakers is solely intended to inform the partner said that said the speech was itching was lodged in the hands of the speaker, but the speaker wants hearer to perform certain actions associated with itching on his hands, Try (2016:14).

Illocutionary acts is often closely associated with the term speech act, when the people have communication in saying an utterance, it means that they are performing an utterances, Yule (1996:47). Based on Searle (1979:13) illocutionary are classified into five types. They are representative, directive, commisive, expressive, and declaration act. The Illocutionary act is rather difficult to be identified since we have to consider who the speaker and the hearer and also the context. Thus illocutionary act is the center to understand speech acts.

2.3.1.3 Perlocutionary Act

Perlocutionary Act means the effect meaning of what is said. Perlocutionary act is a follow-growing influence (effect) to the hearer. This speech act can be called by the act of affecting someone. Speech my hands itch, for example, can be used to regenerate the effect (effect) the fear of the hearer. Fear arises, for example because the speech said it works as a bouncer who in their daily activities very closely with hitting and injuring others, Try (2016:14).

Actually, the affecting behavior does not necessarily mean getting the hearer to do physical movement, it also deals with the change of thought or habit of the hearer. The people or the speaker that perform perlocutionary acts by expecting to affect other people's behavior or the hearer.

2.3.2 Classification of Illocutionary Act

Austin categories the illocutionary acts into five basic categories of verdictive, expositive, behabitive, and commissive. But Searle thinks Austin's taxonomy of illocutionary act contains several weakness and needs to be seriously revised. The most crucial weakness is there is no clear principle or set of principles on the basis of which the taxonomy constructed, then there is no clear classification of illocutionary act. Because of those weakness, Illocutionary acts are divided into five types based on Searle (in Retnaningsih,2013:59) they are representative, directive, commisve expressive, and declaration.

1. Representative

Representative means that the speaker asserts a proposition to be true. Representative is kinds of the illocutionary speech act that commits the speaker

to the truth in the expressed proposition and state what the speaker believes. Yule (1996:48) said that representative is used to represent the world as the speaker believes it is. Representative often, maybe even always represent a subjective state of mind, the speaker who asserts a proposition as true does so in force of his or her belief. Representative verbs are *suggest, claim, describe, tell, affirm, inform, etc.* Those are the examples of representative:

1. The earth is flat

The utterance above is kind of describing representative act. The speaker believes the world as he or she believes.

2. Alexander Graham Bell is the inventor of telephone

In the utterance above, the speaker informs the name of the inventor of telephone. The speaker uses the illocutionary acts of representative (informing)

2. Directive

As the name says, these speech act embody an effort on the part of the speaker to get the hearer to do something , to ‘direct’ him or her towards some goals. Directive is the kinds of speech acts that represent attempts by the speaker to get the hearer to do smething. They express what the speaker wants. Directive speech includes *command, warning, suggestion or request*, Yule (1996:53).

For example:

1. Close the door,Jim!

In the utterance above, the speaker wants the hearer to do something (to close the door). The speaker uses illocutionary act of directive (commanding).

2. Be careful!

In the utterances above, the speaker uses warning directive act.

3. Commissive

Commissive attempts the speaker commits himself or herself to a future course of action. Commissive verbs are, *promise, vow, undertake*.

For example:

1. I will come to your wedding

The speaker promises to the hearer that she or he will come to the wedding.

4. Expressive

Expressive speech act is kinds of illocutionary act that express a psychological attitude. Expressive speech act using such verbs, *apologize, congratulate, complain, compliment, thank, praise*.

For example:

1. Congratulation on your achievement, Dina.

The utterance above indicates the speaker's feelings of congratulating the hearer (Dina).

2. What a melodious voice.

The utterance above indicates the speaker's feeling of praising the hearer. The speaker shows the support by praising the hearer

5. Declarative

Declarative is the speaker alters the external status or condition of an object or situation. Directive is the speech act that can change the condition.

For example:

1. You were hospitalized

The utterance above is said by doctor to the patient. The hearer or the patient must receive the condition.

2.3.3 Classification of Expressive Speech Act

Expressive is the type of speech acts in which the words state what the speaker feels. Expressive speech acts that express a psychological attitude or state in speakers are called expressive speech act. Black (2005:20) states that expressive speech acts are those that reveal the speaker's attitude such as congratulating, condoling, or expressing pleasure. For instance, if the speaker says, I am sorry to hear that, it means that the speaker wants to express his condolence towards the other.

In short, expressive is the acts which reveal expression in the utterances. Searle (1985:211) mentioned that expressive speech act can be divided into thanking, apologizing, congratulating, welcoming, dissatisfaction, complaining, and condoling.

1. Thanking

Expressing gratitude is considered to be one universals of interpersonal communication, in particular in realization of the politeness principle. Thanking is classified as an expressive illocutionary act that can be defined as an expression of gratitude on the part of the speaker to the hearer.

For example : "Thank you for coming on time"

2. Apologizing

This expressive speech acts express the regret or sorrow. Some definitions of apologizing such as, explain, defend, clear away or make excuses for by

reasoning. There are also some related terms of apologizing, they are beg pardon, ask forgiveness, do apologize, do penance and so on.

For example: "Please, forgive me for my mistakes"

3. Congratulating

This expresses the pleasure of something or condition and it shows the praise of someone achievement. It also expresses the feeling of pleasure toward the hearer's luck.

For example: "Congratulation for your bachelor degree"

"Very good"

4. Welcoming

This expressive act is like greeting expression. It also as the way of the speaker to welcome the hearer or somebody.

For example: "Come in, girl"

"Good morning"

"Hi"

5. Dissatisfaction

This expressive act used when people feel disappointed with some conditions, or when people do not get the maximum result of something as their hope.

For example: When people felt disappointed of the services of online shop. Then they will say "I am dissatisfied with the services of the shop"

6. Complaining

There is no preparatory condition that the hearer must be responsible for what is complained by the speaker. The complaining can be such as the taste, the weather or the price and etc.

For example: When people say “how dirty” it means the speaker uses the complaining expressive act.

“How so noisy” it means the speaker disturbed by the hearer or others

7. Condoling

Condolence is a suffering together, it means that condoling is to show the sympathy or empathy with someone, maybe because of the loss of someone or something, this condition usually some great misfortune.

For example: “I am sorry to hear that”

The utterances uttered by the speaker when the listener get the deep condolence, which means to show the empathy.

2.4 Teacher’s Utterances

Utterances are the raw data of linguistic, Griffiths (2006:5). Utterance is the meaning that an utterances would likely be understood as conveying when interpreted by people who know the language, are aware the context, and have what ever background knowledge the sender could reasonably presume to be available to the addressee (s). Each utterance is unique, having been produced by a particular sender in a specific situation. In spoken language analysis an utterance is a smallest unit of speech. It is a continuous piece of speech beginning and ending with a clear pause. Utterances have certain conventional force which is called illocutionary act, Austin (1962:108). Here, people can perform an action by saying something,. The speakers do not need to do the action physically. Utterances are produced by actions (speech acts) that are executed in order to have some effect on the hearer. This effect typically involves modifying the

hearer's beliefs or goals. A speech act, like any other action, may be observed by the hearer and may allow the hearer to infer what the speaker's plan is.

An utterance is an act of speech or writing; it is a specific event at a particular time and place and involving at least one person, the one who produces the utterances, but usually more than one person. The meaning of an utterance is the meaning of sentence plus meanings of the circumstances; time and place, the people involved their knowledge, their background, their relationship to another one, and what they know about another one. All these circumstances we can call the physical-social context of an utterance. An utterance is often part of a larger discourse, a conversation, a formal lecture, a poem, a short story, a business letter, among other possibilities, Kreidler (1998:26). An utterance is found in a conversation or teaching learning process, which is the definition of teaching is a way to help someone to know something, meaning that teaching refers to a process to organize the students condition in order they are motivated to learn, Tampubolon (2018:176). The utterances which are produced by teacher and students may have propositional meaning and illocution meaning. Furthermore, Wells (1985: 484) said mostly teachers can use utterances to interact and communicate with the students in order to make a good relationship, and the utterances produced by the teachers believed can create certain means and function for the students.

Utterances is related to both grammar and context. It is the meaning behind the action uttering something by speaker. The utterances said would be sufficient to perform an action. An utterance is the smallest unit of speech. Utterances do not exist in the written language or written form, however only their

representations do. Teacher's utterances performed in the teaching learning process. Teacher uttered their feelings to the students that can impact the students. For example when the teacher said congratulation or good job so it means the teacher shows her or his praising to the students on their achievement so the impact the students feel happy and the other students will try to do their best. The researcher observes the teacher's utterances while she/he was doing teaching which happened directly in the classroom and wants to analyze the utterances which considered as expressive speech acts.

2.5 Previous Study

There are some previous study related to this study. The first is conducted by Pravita Widya Wardana (Islamic Education and Teacher Training Faculty the state Islamic Institute of Surakarta 2018) entitled "*Expressive speech act used by the English teacher in Program Khusus (PK) classess of the eighth grade students of MTsN Boyolali*". In the research, the researcher found that the expressive speech act used by the English teacher are thanking, apologizing, congratulating, greeting, wishing and the last is expressive for attitude. The dominant type used in this study is congratulatig expressive act. This previous study has similarity with this study because both of them are focus on analysing the expressive speech acts. The result of this study will be used as the reference to analyze the expressive speech act used by the English teacher at SMP Negeri 1 Sipahutar. The congratulating expressive speech act.

The second related study is conducted by Masyita Dalimunthe, 2017 entitled "*Expressive speech act by English Teacher in the Classroom interaction*". The researcher found six types of expressive speech acts used by the English teacher

in the classroom interaction. They are expressive of attitude, thanking, apologizing, wishing, complimenting, and leave-taking. The dominant type used in this study is thanking expressive act. The result of this study will be used as the reference to analyze the expressive speech act used by the English teacher at SMP Negeri 1 Sipahutar. The thanking expressive speech act.

The last previous study is conducted by Nur, 2015 in journal education entitled "*The use of Expressive Speech act in Hannah Montana Session 1*". In the research, the researcher found that kinds of expressive speech act used in Hannah are apologizing, thanking, resentment or angry, greeting and joy expressive speech acts. In this previous study, the dominant type is thanking and this study is different with the writer's study because the objective of this study is a movie while the researcher's objective is English teacher. The result of this study will be used as the reference to analyze the expressive speech act used by the English teacher at SMP Negeri 1 Sipahutar.

2.6 Conceptual Framework

Communication is an activity of delivering what is in the speaker's mind to the hearer in the form of utterances. In communication we can get the information from others. People make communication as the part of society, to make social interaction and to be part of relationship. Language is important in communication and in showing feeling, and providing the information. Language is important thing that automatically influences human life. Language allows us to know what the speaker hope. Language is used by human of a system of a sounds and words to communicate, language is particular style of speaking and writing. Language provides a variety of ways of saying the same thing addressing and greeting

others, describing things, paying compliments. As everybody knows, language is a tool to convey ideas, opinions, and feelings among people by oral or written ways. With language Teacher as the speaker will be easy to explain the material to the students as listener. It is one of the main points in a process of learning to achieve better learning outcomes. Teacher will produce some utterances in order to convey material to the students through their speech and the students have to know the context of utterances when they convey the material.

Pragmatics is also to know meaning, aims or goals and kind of the action of people's utterances. Pragmatics attempts to analyze how it happens that often more is communicated than said. In pragmatics the speaker can use code to the hearer in uttering something. Pragmatics has some sub-discussion and one of them is speech act. Speech act as the action performed through utterances. Speech acts refers to an utterance and the total situation in which the utterance is issued. A speech act refers to an utterance and the total situation in which the utterances is used. The speakers normally expect that his or her communicative intention will be recognized by the hearer. Speech acts theory is a subfield of pragmatics.

According to Searle (1969:21) there are three types of speech acts. They are, locutionary acts, illocutionary acts, and perlocutionary acts. Locutionary acts is the utterance that a speaker performs, illocutionary acts is the acts or a particular intention of utterance and perlocutionary acts is the effect of the uttered by the speaker. Illocutionary acts is used to accomplish some communicative purposes, such as asking, ordering, suggesting, requesting, informing, advising, and greeting, Searle (1979:13). He identifies that there are five categories of utterance found in illocutionary acts. They are representative, directive, commissive,

expressive, and declaration. In this research the writer focuses on expressive speech act used by English teacher at SMP Negeri 1 Sipahutar, that consist of apologizing, thanking, congratulating, complaining, welcoming, dissatisfaction and condoling. The conceptual framework can be seen as follow:

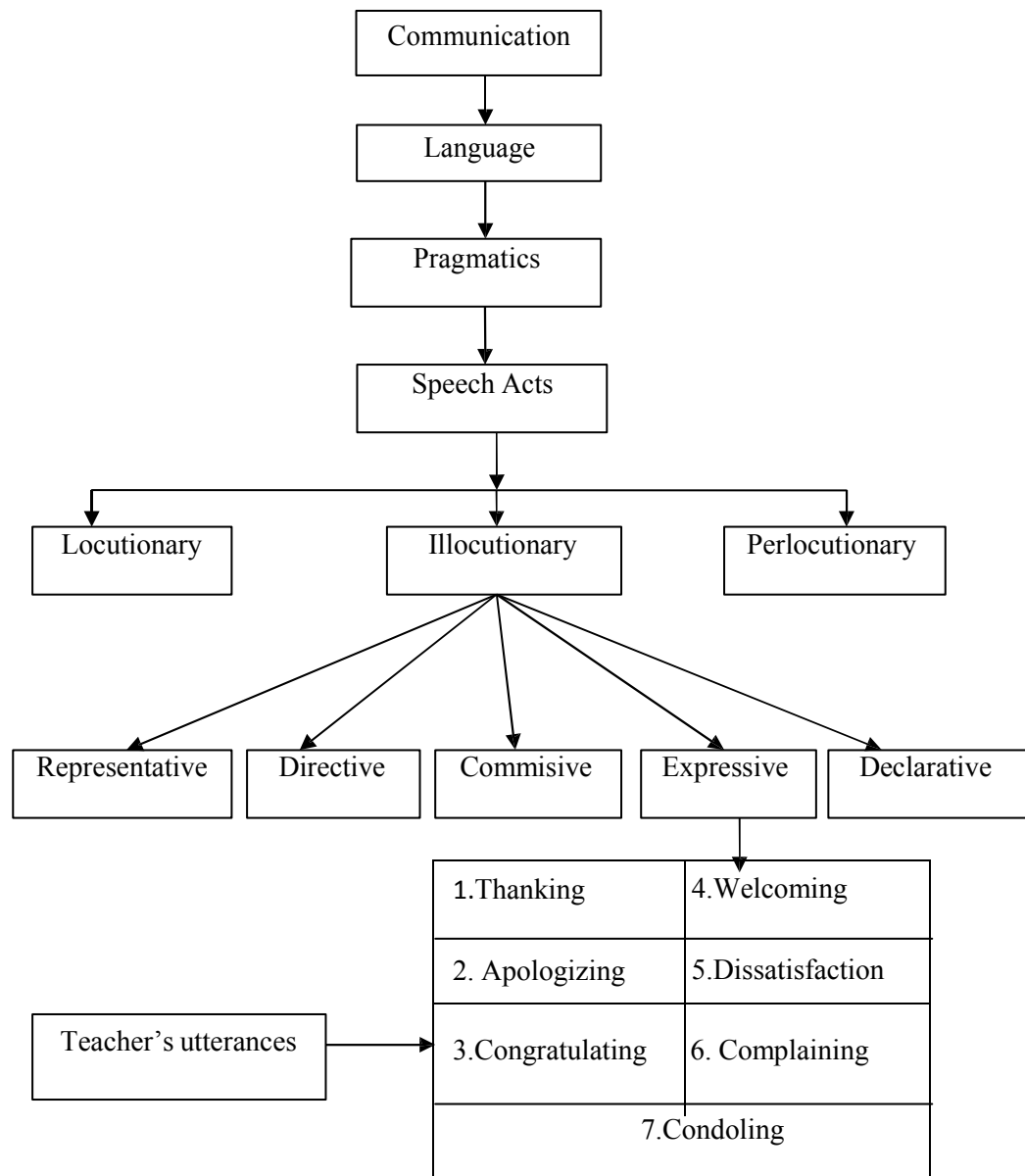


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the research includes research design, source of the data, technique of collecting data and technique of analyzing data

3.1 Research Design

This research design in this study was descriptive qualitative method. Creswell (1994: 171) stated that descriptive method is collecting the qualitative data, analyzing data, and writing result. Based on definition above, descriptive method is a method to collect and analyze data, and draw conclusion of analyzed data. In addition, Donald and Jacobs (2010: 420) stated that qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings.

In addition, qualitative research study is a means for understanding the social reality experienced by the participants. According to Moleong (2005, 6), qualitative research is a kind of research which has a purpose to comprehend the phenomenon of the subject of the research, such as motivation, perception, and so on. The qualitative research data are exposed in the form of description. The qualitative research is also well known as naturalistic studies. Qualitative research can be used by the researcher to observe the disciplines of language and consider their places.

Descriptive method was used to describe, explain, and analyze the phenomenon which occurred behind the data. In this research the writer used descriptive qualitative method. It was because the data to be investigated were the utterances of English teacher in the classroom and the aim of the research was to describe the factual data supported by the theories of pragmatics which are proposed by several experts.

3.2 The Source of the Data

The source of the data this research was taken from four English teachers' utterances at SMP Negeri 1 Sipahutar in academic year 2020/2021. The writer analyzed teachers' utterances by using direct observation.

3.3 Technique of Collecting Data

The technique of collecting the data in this study was an observation. Observation was the technique of collecting the data by seeing the phenomenon of the teacher speech act and giving evidence of it. The steps were:

1. Recording English teacher's utterances directly in learning process or out of learning process.
2. Listening to the recording and trying to understand the utterances used by the English teacher
3. Transcribing the data into written form

3.4 Technique of Analyzing Data

The data were analyzed through qualitative analysis. The activities of qualitative analysis consisted of data reduction, data display and conclusion

drawing or verification, Miles and Huberman (2014:19). Based on the following theory, the steps are:

1. Data Reduction

For the first, the researcher made transcript of recorded data and written the data, choose data which was needed, identified types of speech acts and speech acts based on the way to convey used by English teacher on teaching learning process. Reducing the data made the researcher easier to find the data needed.

2. Data Display

In this second step, the data were reduced, the researcher categorized the expressive speech acts used by the English teacher into expressive of thanking, apologizing, congratulating, welcoming, dissatisfaction, complaining, and condoling.

3. Conclusion Drawing or Verification

The last step was Conclusion Drawing or Verification. In this step, the researcher found the expressive speech acts performed by the English teachers from the data display which has been presented before.

3.5 Triangulation

Triangulation refers to the use of multiple methods or data sources qualitative research to develop a comprehensive understanding of phenomena, Patton in Diane (2014:545). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Denzin (1978:832-840) and Patton (1999:34) identified four

types of triangulation, they are method triangulation, investigator triangulation, theory triangulation, and data source triangulation.

1. Method Triangulation

Method triangulation involves the use of multiple methods of data collection about the same phenomenon (Poli & Beck, 2012). This type of triangulation, frequently used in qualitative studies, may include interviews, observation, and field notes.

2. Investigator Triangulation

Investigator triangulation involves the participation of two or more researchers in the same study to provide multiple observations and conclusions. This type of triangulation can bring both confirmation of findings and different perspectives, adding breadth to the phenomenon of interest.

3. Theory Triangulation

Theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings.

4. Data source Triangulation

Data source triangulation involves the collection of data from different types of people, including individuals, groups, families and communities, to gain multiple perspectives and validation of data.

In this research the researcher used methodology triangulation to validate the data. The methodology triangulation that used by the researcher was an observation method triangulation to get the data so that the data were valid.