

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Linguistics is the scientific study of human language (Fromkin, 2000). Humans need language to interact with other individuals to carry out everyday human activities since they are social beings who cannot live alone. In interaction, the speaker frequently affects others to take certain actions (Gibbs & Mueller, 2009). It is all aimed at achieving their needs. Thus, people become connected to each other because they understand the language and its meaning (Handayani, 2015).

According to Khansir & Pakdel (2021), pragmatics is focused on the meaning of language in communication when it is utilized in an appropriate context to achieve certain goals. One pragmatic area that examines communication is speech acts theory (Haucsa et al., 2020). A speech act is a disciplined study that deals with performing actions using speech (Setiani & Utami, 2018). The action performed by the speech, such as apologizing, asking, requesting, promising, and complimenting, etc. Hence, almost any time we interact with others, the speaker/writer and the hearer/reader use speech acts to communicate and understand the information received (Grundlingh, 2018). In this respect, speech acts can happen whenever and wherever, as long as there is communication that people do, for example, at school, the firm, shop, hospital, etc.

Education is arguably the ideal arena to use speech acts (Gasparatou, 2018). In education, especially in the classroom, teachers and students must use speech act as a medium of interaction and communication. The use of speech acts during learning activities can be used as a criterion for effective communication between students and teachers (Kemp, 2017; Michelsanti et al., 2019 in Nisa & Abduh, 2022). Furthermore, House et al. (2021) and Tohadist et al. (2022) (in Nisa & Abduh, 2022) state that if the process of learning does not include speech acts, the learning is known as passive, but if the teacher includes speech acts in the learning process, the learning becomes active.

Therefore, teachers can employ any variance in the use of speech acts in the learning process to make the learning process energetic.

However, many schools in Indonesia study English as a foreign language learning. Even though, Sato (2017) stated that ideally, in English classes, the teacher may be able to use English fluently and easily to be understood by students to provide adequate English lessons and relevant to the students. However, both teachers and students are non-native speakers. As a result, it is possible for teachers or students to make misunderstandings in uttering or interpreting the utterances if they do not have sufficient knowledge regarding pragmatic competence, especially speech acts in the classroom context. In line with the study by de Jager & Evans (2013) found that the misunderstandings found during the learning activity related to the teacher's incapacity to do speech acts. In this respect, teachers should have pragmatic competence, specifically the ability to use speech acts in the classroom context.

Furthermore, based on pre-observation by the writer, the writer found speech acts used by lecturers and pre-service English teachers in the classroom. They used speech acts to communicate in teaching-learning activities. So, speech acts are important in the classroom. Hence, the researcher analyzed speech acts used by pre-service English teachers.

Pre-service English teachers are the target of this study. The reason for choosing pre-service English teachers is that they are still beginners in teaching, and they need attention to become professional and competent teachers before becoming real teachers in the future. Microteaching is one of a course that pre-service English teachers get on campus as teaching training. Microteaching is a teacher training approach or system that supports student teachers in understanding the most important teaching abilities, for example, set opening and closing learning-process, classroom management, reinforcing, stimulus variety, demonstrating, questioning, showing via examples, etc. (Koech & Mwei, 2019). Thus, in doing all of the teaching abilities in the classroom, pre-service English teachers must use utterances (speech acts) to achieve the goals of teaching. Therefore, the researcher is interested in conducting the research entitled

“Investigating Speech Act Used by Pre-service English Teachers in Microteaching Practices.”

1.2 Research Rationale

Based on the phenomenon in the background of the study, the researcher investigated the use of speech acts by pre-service English Teachers in Microteaching practice. The subject of this research took from pre-service English teachers at a local private University in Cirebon, especially in English Department. Microteaching was chosen as the object of the research because when the researcher took the microteaching subject in semester six, the final assignment was teaching practice. Hence, the researcher is interested in the utterances made by the pre-service English teachers that contain speech acts. By using the right speech act, the teacher may achieve the goal of communication with the students in the classroom, for example, giving instructions to the students, controlling the class, explaining the materials, and so on. Yet, pre-service English teachers do not have much teaching experience, so that is possible to misunderstand the hearer. Therefore, the pre-service English teacher should receive more attention, especially in using speech acts in teaching, before teaching in real classrooms and becoming a professional teacher.

This research focused on the types of speech acts and the function of the utterances referred to the types of speech acts used by pre-service English teachers in Microteaching practice. To limit this research, the researcher used Searle's speech act theory (1976) that types of speech act classification are divided into five types: Declarations, Representatives, Expressives, Directives, and Commissives (in Senft, 2014). A documentation technique was used in this research to collect the data. After that, content analysis was used by the researcher to analyze the speech act used by pre-service English teachers from the video microteaching practices. Krippendorff (2004) states that content analysis can give new insights, enhance the understanding of specific phenomenon for the researcher, or guide practical actions.

1.3 Urgency of The Research

Many researchers have conducted the study of speech acts used by educators in the classroom context. The study by Azhari et al. (2018) examines speech acts used by a teacher and students in the context of classroom interaction using Austin and Searle's speech act theory. Not only analyze speech acts, but his research also investigates how imperatives occur in teacher and student interaction. Meanwhile, the research by Nisa & Abduh (2022) is to investigate directive speech acts and the strategies used by teacher and student interaction during thematic learning in elementary school. The study found that question directive is most dominant, and the strategy of directive politeness was found in their research. In the study conducted by Rakaj Dorinë (2022), he found out the most frequent speech act performed by two teachers at Mati Logoreci Primary School in Prizren, Kosovo. The result of his study is directive type is the most frequently used by teachers compared to other types of speech acts.

Based on many previous studies that discussed speech acts used by teachers, it shows that speech acts are important to do in class. However, the study that examines speech acts used by pre-service English teachers in teaching is still rare (Putri et al., 2021). Thus, to fill this gap, this research focused on speech acts used by the pre-service English teacher during teaching. Besides identifying the types of speech acts as the previous studies did, the researcher also analyzed the function of the utterances referred to as the types of speech acts. By knowing both, the researcher hoped pre-service English teachers might use speech acts appropriately in teaching and become professional teachers.

1.4 Research Questions and Objectives

1.4.1 Research Questions

The researcher has formulated the research questions are:

1. What are the types of speech acts used by pre-service English teachers in Microteaching Practices?

2. What are the functions of pre-service English teachers' utterances in microteaching practices referred to the types of speech acts?

1.4.2 Research Objectives

In relation to the research questions, the researcher aimed to:

1. To investigate the types of speech acts used by pre-service English teachers in Microteaching Practices.
2. To analyze the functions of pre-service English teachers' utterances in microteaching practices referred to the types of speech acts.

By achieving the objectives of this research, the researcher hoped this study would be beneficial for:

1. *Educational field*; The finding of this research hopefully can be beneficial in the educational field, especially for pre-service teachers or professional teachers, regarding how the use of speech acts when teaching in the class so that they can make the learning process more effective.
2. *Upcoming research*; The finding of this research hopefully can be beneficial for other researchers who are interested in the same topic or a close field as a reference or additional information for their upcoming research.
3. *Readers*; This research is expected to provide more in-depth information or knowledge for general readers to better understand speech acts, especially in terms of the types of speech acts and functions of utterances referred to the types.