

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

Azhari, Priono, and Nuriadi (2018) conducted a study investigating the speech act of classroom interaction. This study used a pragmatic approach in which the data was gathered through observation and recording. The subject of this study was three English teachers and 30 male students in grade IX of MTs NW Putra Nurul Haramain. The research focused on discussing the types of speech acts and the frequency of speech acts during teacher- students interaction and also analyzed the use of strategies to perform the illocutionary act of imperatives by teachers and students. Searle's speech act theory was used to identify the types of speech acts. The research found 278 utterances containing four types of speech acts. The type of imperatives was the most dominant, that was 43% act. Followed by assertiveness, containing 42% of acts, expressions performed at 12% of acts, and last is commissions at 2,5% of acts. Furthermore, the way imperatives were realized by the strategy of request covering (a) formal completeness, (b) level of directness, (c) point of view, and (d) context and mood. The difference between the research by Azhari, Priono, and Nuriadi (2018) with this research is that the researcher wants to analyze the functions of the utterances referred to as the types of speech acts.

The second previous research was written by Nisa & Abduh (2022) titled "Directive Speech Acts Analysis in Teacher and Student Interaction during Thematic Learning in Elementary School.". The study aimed to analyze the forms of directive speech acts by teachers and explain the strategies of directive speech acts by teachers and students at public elementary schools during learning process. The design used by the writer is the ethnographic design of communication and pragmatics. In collecting the data, the research used four steps: observation, recording, listening, and noting. The result of the research can be concluded that teachers quite well in used various kinds

of directive speech acts during the learning activity. Teachers frequently used the question directive. The researchers also revealed the strategies of directive politeness used by teachers and students in the learning activity. The gap between Nisa & Abduh's (2022) research with the researcher's is that the researcher not only analyzes one type of speech act but is based on the types by Searle theory.

Speech Acts in the EFL Classroom: The Case of Kosova by Rakaj Dorinë (2022) is the third previous study. This study used two teachers to investigate the types of speech acts and its amount of frequency. The theory by Searle was used in this research. The result of this study found that there are four types of speech acts uttered by two teachers. The type of directive was more dominant, which is 42,7%, representative (28,3%), expressive (20%), and commissive (10%). The type of declaration does not found in his research. The teacher frequently used the directive speech act to instruct the students. The difference between Rakaj Dorinë (2022) with this research is that in this research, the researcher chooses the participant of the study from undergraduate teacher students in the Microteaching subject.

Based on the previous studies above, broadly discussed speech acts by professional teachers. However, research that discusses speech acts by pre-service teachers is still rare (Putri et al., 2021). Therefore, to fill this gap, the researcher is interested in investigating the speech acts used by pre-service English teachers because they do not have much experience in using speech acts when teaching. Furthermore, the researcher not only analyzed the type of speech acts but also analyzed the function of utterances referred to the types of speech acts. The researcher also uses Searle's theory in this research.

2.2 Related Theories

2.2.2 Pragmatics

Pragmatics is the systematic study of meaning that depends on the use of language (Huang, 2017). It means language users, those who are speakers or writers, must use good and correct language so that the meaning to be conveyed can be right on target to the listener or reader. In line with Yule (2006) stated, the study of 'hidden' meaning, or how we perceive what is intended even when it is not uttered or written. In other words, pragmatics is the study of the speaker's means or "speaker meaning" (Yule, 2006). In short, pragmatics is related to the speech or use of language that has meaning from the speaker's point of view. Meanwhile, other researchers define *pragmatics* as the study of the meaning of language in communication when it is utilized in an appropriate context to achieve certain goals (Khansir & Pakdel, 2021). As claimed by Fala & Kumala (2018), pragmatics is the study of how language is utilized and integrated in the context of communication. It means that pragmatics is the study of knowing the meaning of language seen from the context in which it is uttered.

From the explanations above, it can be concluded that pragmatics is not the study of understanding language in literal meaning. However, pragmatics is the study of recognizing the meaning of oral or written language by the speakers or writers seen from the speaker's or writer's view and the context of its use. In this respect, when communication, even spoken or written, the ability to use language properly and correctly is located in the correct grammatical rules and in pragmatic rules.

2.2.3 Speech Act

In 1962, J.L Austin, the philosopher from Oxford who first introduced the theory of speech acts in his famous works, presented in his book the title "*How to*

Do Things with Words” after his death. In his book, Austin claimed that, in principle, when people perform an action by saying a sentence called a speech act (Austin, 1962). Stating the same idea, Setiani et al. (2018) argued speech act is a word or utterance representation of an action. Meanwhile, according to Izar et al. (2020), a speech act is a kind of communication produced by a speaker to inform an interlocutor, with specific aims and means, to achieve a certain level of politeness in conversation. Here, we can understand that speech acts is an action that a speaker performs with an utterance to convey information to the listeners that is adapted to a particular situation.

The term speech act to describe the action can be observed from the utterances. Examples of actions that showed by utterances are when people make statements or questions, give commands or orders, refuse, compliment, apologize, and so on (Rahmayani & Dwiyuliana, 2018). In other words, the speaker considers the utterances of various possible speech acts according to the position of the speaker, the speech situation, and the possibilities so that the listener can recognize the information, meaning, or purpose.

According to Hidayat (2016), speech acts are divided into three categories, and those are *locutionary acts*, *illocutionary acts*, and *perlocutionary acts*. A *locutionary act* is a speaker saying utterances representing the real condition (Hidayat, 2016). In other words, the word or the sentence in the *locutionary act* is a literal meaning. For instance, “*Today is hotter than yesterday.*”. Secondly, the *illocutionary act* is a comprehensive speech act, or the act of doing something with a specific intention from the speaker's utterance, in accordance with the speaker's intention in their mind, such as *promising*, *asserting*, *demanding*, *denying*, *predicting*, *asking*, *confirming*, etc. (Sari Luksiana Hutajulu, 2019). Easily, it can be understood as the act of doing something with saying something. The words or the sentence in the *illocutionary act* are not interpreted as literal meaning, however conceptual meaning. An example of an *illocutionary act* is “*Today is hotter than*

yesterday.” If the speaker said in the house as the context, this sentence could be interpreted as asking the hearer to turn on the air conditioner or open the window. Last, the *perlocutionary act* is the effect on the hearer caused by the speaker's speech (Kumala, 2018). The effect on the hearer may be in the form of actions, feelings, or thoughts (Hidayat, 2016). An example of the sentence is “*Please open the door.*”, if we say this utterance to someone, the hearer he/she may open the door, so the action is called a *perlocutionary act*.

2.2.4 Types and Functions of Speech Act by Searle

To be more specific, Searle identified the taxonomy of speech act as an illocutionary act. In line with a statement by Acheoah (2017) argued that Searle's speech act taxonomy aims to improve and develop Austin's theory, and it is based on "*illocutionary point*", "*direction-of-fit*", and "*sincerity conditions*" (along with additional elements such as *the function of authority, discourse relations, etc.*). According to Senft (2014), Searle classified the types of illocutionary acts into five types, as below:

a. Representative

Representative speech act or often called assertive act, is the type of speech act, especially the illocutionary act that was developed by Searle. A representative is a speaker who expresses the speech according to his/her belief, whether the utterance is fact or false because the representative has a truth value (Senft, 2014). In short, the speaker believes the case whether the case is fact or not. *Fact, assertions, conclusion, and description* is the expression of representatives (Yule George, 1996). The example of representatives as below:

The sentence: “*Here is the example of descriptive text.*”

In the sentence above, the teacher shows the descriptive text. So, the function of the teacher's utterance is informing. Hence, according to (Senft, 2014), the act of representative has functions such as *stating, reporting, asserting, concluding, starting, deducing, describing*, etc. Furthermore, the act of *claiming, telling, informing, complaining, criticizing, assuring*, and *reminding* are also included in the functions of representatives (Amalia et al., 2021; Chairani et al., 2020).

b. Directive

The directive is the speaker's utterances that ask the hearer to do some action in the future (Searle 1976:11 in Senft, 2014). Senft (2014) argued directive act is the speaker's attempt to make the hearer do something according to his/her instructions or wishes. In the use of directives act, the speaker intends to get his/her desire to achieve the goal by giving a command. Directives are often called imperative acts to some experts. An example of the directives act is

The sentence: "*Please read the text on page 20 about the descriptive text.*"

The example above is a directive act said by a teacher because the teacher commands the students to read. The teacher influences the students by asking the student to open the textbook and read the text on page 20.

Furthermore, directives act have the functions such as *commanding, requesting, asking, ordering, praying, inviting, begging, pleading, praying, defying, challenging, forbidding, warning, advising*, etc. (Amalia et al., 2021; Chairani et al., 2020; Senft, 2014).

c. Commissive

Differently from the directive type, in a directive, the speaker's speech is intended for the hearer to do something in the future. Meanwhile, in the Commissive type, the speaker's speech is intended for himself to do something in the future. In line with (Senft, 2014), stated Commissive acts are those whose intent is to commit the speaker to future action. Hence, the speaker will take action according to what is stated in the utterance. For instance, see the sentence below:

The sentence: *“I will give you a chocolate if you can answer this question.”*

The example above includes a commissive act because the teacher, as the speaker, commits to him/herself to give the chocolate to the students if they can answer his/her question. Furthermore, Senft (2014) formulates the function of commissive acts are *promising, threatening, offering, pledging, etc.*

d. Expressive

The expressive act is the fourth type. Expressive is the speaker expresses a psychological feeling or emotion, such as pleasure, sadness, or disappointment (Senft, 2014). In the expressive act, the speaker's feelings showed by using words. The speaker fits the words to the context, which includes his or her feelings (Kumala, 2018).

The sentence: *“Thank you for sharing your experience.”*

The example above is an expressive act because the teacher expresses his/ her feeling by saying “thank you” to the students. Therefore, the acts in expressive can be recognized from the functions of the sentence, such as *thanking, complimenting, congratulating, apologizing, condoling, deploring, welcoming, etc.* (Senft, 2014).

e. Declarative

According to (Senft, 2014) Declaration causes some change in the status or condition of the referred-to hearer or objects just because the declaration was completed. On the other hand, the successful delivery of declarations necessitates the establishment of an-extra linguistic institution in that the speaker and the hearer hold distinct positions. In other words, declarative acts are carried out, typically uttered by someone expressly permitted to do so within some instructional framework (Kumala, 2018). To summarize, a declarative is a speech act that changes the world or situation (Rahmayani & Dwiyuliana, 2018). See the example of declarative below:

The sentence: “*I now pronounce you Man and Wife.*”

In the sentence above, the speaker declares that a man and a woman would become husband and wife. Thus, the speaker has an important role because he changes the world with his words, changing the status of the hearer to husband and wife. Therefore, declarative acts include *appointing, nominating, marrying, christening, declaring, excommunicating, resigning, and firing* (Senft, 2014).

2.2.5 Microteaching

Teaching and education is a field of science that prepares students or pre-service teachers to become professional teacher candidates after graduating from their education. Therefore, the university will equip pre-service teachers with materials and exercises related to teacher training and their chosen study program. One of the courses that must be carried out by pre-service teachers in the university is teaching training, namely Microteaching.

Micro-teaching is defined as student teachers learning or improving their skills in teaching, as well as preparation before going to teaching reality, and it

happens on a small scale with feedback to both student teachers and lecturers (Majoni, 2017). Meanwhile, Feng (2020) stated that Micro-teaching is a controlled practice technique that allows pre-service or in-service teachers to concentrate on a particular teaching behavior or subject under specific conditions. It is built on teaching theory, audio-visual theory, and technology to train teachers' teaching skills effectively. Sudarman & Elyawati (2021) added that microteaching is a set of training techniques for pre-service teachers, involving their friends as students (peer-teaching) and observers in turn and recorded for review and direct feedback. In other words, microteaching is important for pre-service teachers as teaching training on a small scale, done by peer teaching and under certain conditions to improve their teaching skills before teaching in the real classroom and becoming professional teachers.

Teaching training in microteaching includes some implementation, i.e., learning relevant knowledge, creating instructional goals, observing and demonstrating, assessing and discussing, creating teaching plans, role-playing and micro-practice, evaluation and suggestions, and revising lesson plans (Feng, 2020). The implementation intends to achieve the goals of microteaching. Megawati & Astutik (2021) stated that there are four purposes of micro-teaching learning exercises, are to increase pre-service teachers' ability to prepare Units of Micro-Lecture Preparation/Lecture Program, Pre-service teachers can improve the effectiveness of teaching techniques, Can evaluate both his and his friends' teaching behavior, and micro-teaching is intended teaching skills training through laboratories would be minimized in order to avoid becoming "clumsy and rigid" when teacher transfer learning in the future.

From the statement above, basic teaching skills in microteaching are essential things that need to be mastered by a pre-service teacher to become a professional teacher. In general, teaching skill is special abilities related to parts of the implementation of learning activities that teachers must have and implement

while carrying out teaching and learning activities (Megawati et al., 2021). Some of the basic teaching skills presented by Megawati et al. (2021) includes Starting and ending skill of the teaching and learning process, Questioning skills, explanation skills, Skills to provide reinforcement (motivation), Skills to use stimulus variation, Classroom management skills, Individual and group teaching skills, Skills guiding small group discussion. Most pre-service teachers use speech to apply teaching skills in Microteaching. Thus, in microteaching, both speech and actions are carried out by the teacher as a speaker and students as interlocutors.