

# CHAPTER I

## INTRODUCTION

### 1.2 Basic Consideration

Language is a universal thing. It is used to intercourse each other and make relationship between human to human, human to others creatures. Clark (1977:3) states that language stands at the center of human affairs, from the most prosaic to the most profound. It is used for haggling with store clerks, telling off umpires, and gossiping with friends as wells as for negotiating contracts, discussing ethics, and explaining religious beliefs. It is the medium through which the manners, morals, and mythology of a society are passed on the next generation.

Thus, almost every minute in our whole activities, we use language. As a human being we cannot associate and fulfill our necessities without language. For instance, we are going to the market and want to buy some fishes. Automatically we have to communicate with the fish seller, “how much does it cost? .When a teacher come to his class students to do an assignment. He will use a sentence “please open your book and do exercise 1 to exercise 2. In this way, we need language as a tool for conveying our idea, for asking question, and etc.

Clark (1977:3) argues as the main vehicle of human communication, language is indispensable. As the function of language each sentence taken as a whole is designed to serve a specific function. It may be meant to inform listeners; warn them, order them to do something, ask them about a fact or thank them for a gift or act of kindness. The function is critical to communication. Speakers expect listeners to recognize the functions of the sentence they speak and to act accordingly. Whenever they ask a question for example, they expect their listeners to realize that it is a request for information. Every time speakers utter a sentence they are

attempting to accomplish something with the words. In this case, speakers are performing a speech act.

Basically, speech act delineates three specific types of act; they are locutionary act, illocutionary act and perlocutionary act. Firstly, a group of things we do in saying something, locutionary act, which is for uttering a certain sentence with a certain sense and reference ( for example: Rini is clever). Illocutionary act is the making of utterance which have a certain (conventional) force, such as informing, ordering ,warning and promising, offering (for example: Could you lend me a dictionary?). The third one is perlocutionary act, it brings about or achieve by saying something, which is effect for the hearers. (For example: the student lent teacher the dictionary).

From the three kinds of speech acts, I would like to investigate the illocutionary act because in illocutionary act the function of utterances or sentences not only to say or to inform something, but also it can be used to do something. For example, I am sorry as I come late. This sentence not only to say something, but also to do something is apologizing.

For example, the conversation below;

- When the teacher comes to class and asks the students to have a quiz.
- Teacher: Please, take a piece of paper and write your name on it (Teacher orders the students).
- Teacher: Choose the correct answer and do it carefully. (Teacher warns the students)
- Teacher: Finish, collect it and put on my table. (Teacher orders the students).

From the example above, it is clear that illocutionary act is often used by the teacher in Teaching and learning activities when teacher order the students' the same as when she/he warms the student them.

If we talk about teaching and learning activities, it means that we talk about the students, teachers and learning equipments. The learning process is one way to give information, direction and learning facilities.

Besides, the learning process is as a supporting process to organize students' activities. Sagala (2009:61) states that teaching process is meant as the organizing of students' activities. The teacher's role is giving information, giving direction and giving learning facilities so that the learning process could be done well.

Related to the theory above, the researcher focus on the illocutionary act in teaching and learning activities especially in teaching and learning English. It is interesting to analyze the illocutionary act in teaching and learning English, because all the role of teacher in the classroom forces them in using illocutionary act. For instance, the teacher's role as prompter, need to encourage students to participate or need to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next (Harmer 1991:291). Speech acts is always performed automatically, even though it sometimes does not aware and unexplained. For example, the teacher utter a sentence ' please read the text in your book in page 22', after that answers the questions as follow '. In fact, some students are still confused or do not understand what the teacher's instruction is.

Moreover, the object of this research is teacher in Senior High School (SMA). The researcher takes the English teacher as the object, because using illocutionary act especially in Teaching and learning English sometime is confusing. When the teacher, for example, orders the

students to write his/her name, the students do not do it because they do not understand the instruction. So, it means that for some students it is difficult to understand the instruction given by the teacher.

Based on the description above, the researcher carry out this study with the Title: The Use of Illocutionary Act in Teaching English.

## **1.2 Problem Statement**

The problem statement of this research is as follows:

1. What kinds of illocutionary act used in teaching and learning English in the classroom?
2. What are the functions of illocutionary act in teaching and learning English in the class?

## **1.3 Objectives of Research**

The objective of this research is as follows:

1. To describe kinds of illocutionary act used in teaching and learning English in the classroom.
2. To describe the functions of illocutionary act used in teaching and learning English in the classroom.

## **1.4. Scope and delimitation of study**

In carrying out this study, the researcher took the use of illocutionary act in teaching English'' as the main object of research focusing on; the five classes of illocutionary act, they are:

- (1) Assertive
- (2) directive
- (3) expressive
- (4) commisive and

(5) declaration.

### **1.5. The Significance of Research**

The benefits are obtained in this research are theoretical and practical benefits. Theoretically, this research is expected can give the description about the use of illocutionary act. And practically, this research can be the media for the teacher in exercising the use of illocutionary in their English. Furthermore, this research is expected can useful for the teacher in order to measuring their use of illocutionary act in teaching English.

### **1.6. The Organization of Skripsi**

This script is organized into five chapters.

The chapter one is introduction. It is consist of basic consideration, problem statement, scope and delimitation of study, significances of study and the organization of script.

Chapter two theoretical bases consist of the kinds of speech acts, aspects of situation speech, the function of illocutionary act, the concept of learning, and the concept of teaching.

Chapter three methodology of research. It consists of method of research, data and source of data, technique of collecting the data, and technique of analyzing the data.

Chapter four is consist of research finding and discussion

Chapter five is consist of conclusions and suggestions.