CHAPTER I
INTRODUCTION

This paper elaborates on the study's background, research questions, purposes, significances, scope, conceptual framework, and previous studies.

A. Background of The Study

The effectiveness of the English teaching and learning process in the classroom is influenced by several factors, including the teacher's language use. It was noted by Celce-Murcia (2000) that language use in the classroom affects students' progress and learning.

Additionally, there are problems with teaching English in the classroom as a foreign language. A problem with speech acts employed in English classes was pointed out by Nurani (2015). She maintained that the incorrect use of speech acts in Indonesian EFL classrooms leads to misunderstandings. Every student may take a teacher's basic message differently. This happens due to either not using IFIDs (Illocutionary Force Indicating Devices) or using direct or indirect speech acts based on the situation. Pragmatic incompetence in the L2 can result in the use of inappropriate expressions or incorrect interpretations, which can lead to unsuccessful communicative events (Brock & Nagasaka, 2005). It can cause misunderstandings and miscommunications, as well as give the native-speaking interlocutor the impression that the L2 speaker is rude or ignorant.

The researcher found that EFL teachers' use of speech acts in class became a challenge when using them in classroom management. For example, the teacher directly reprimanded one of the students when the student was chatting. According to politeness strategies, this will threaten students' negative face and reduce students' learning motivation.

The use of effective classroom language is also a challenge for teachers. It is characterised by the teacher being too dominant when teaching, not allowing students to respond, too much teacher echo, asking-answering teaching strategies,

and a lot of interruptions and overlapping (Skinner, 2019). These discourage rather than encourage student participation, which results in no language acquisition.

Interactions between teachers and students during teaching and learning activities in schools make for an engaging language event that can be pragmatically investigated because the use of teachers' speech acts in these activities significantly impacts students' achievement of learning goals.

Moreover, John Searle's 1969 theory of speech acts is crucial to linguistic and communication studies for several reasons. It first clarifies how speakers convey meaning through language that is not comprehensible through words. It enables linguists and academics to investigate how an utterance's meaning is influenced by its context. For communication to be interpreted successfully, context must be understood. Furthermore, social interaction research is required. Speech acts can be employed for several social functions, such as making requests, giving instructions, expressing regret, giving praise, and more. Searle (1969) defined speech acts as the fundamental building blocks of language that are employed to convey meaning and intention. Without realising it, speakers usually perform speech acts whenever they interact with listeners.

Additionally, connections are made between teachers and students during the learning process. According to Austin (1962), three elements can be found in speech acts between teachers and students. The speech or spoken words are referred to as "locutionary acts." The speaker's message is communicated to the audience through illocutionary. Perlocutionary refers to the meaning the listener assigns to the speaker's words based on their interpretation.

In the meantime, teacher talk is connected to the employment of speech acts in the classroom. The terminology teachers employ to teach in the classroom is known as "teacher talk" (Wu, 2021). Wu (2021) contends that teacher talk has a significant impact on students' learning, making more research into this concept imperative.

Furthermore, several studies have suggested speech act analysis concerning teacher talk and other settings. The first study came from (Faqe, Jbrael, &

Muhammad, 2019). The study analysed the thanking speech act strategies used by Kurdish students learning English as a foreign language (EFL) at Soran University. The study's main objective was to identify the most frequently used strategies by English language learners in expressing gratitude in various social situations. The numerous speech acts that EFL teachers employ in classroom interactions were noted by Husna et al. (2022), along with the effects these acts have on linguistics, pragmatic competence, and students' perceptions of these interactions. Moreover, using Searle's theory (1969), Rusdi et al. (2022) identified the various speech acts that EFL teachers employ. The study found that teachers most frequently utilised directives and least often used commissive speech acts when providing instructions.

This study is different from previous studies in terms of focus and context. This study identifies the classification of speech acts and their implementation when managing students' misbehaviour, while previous studies focus more on the classification of speech acts alone. The site of the research also fills the gap. The current research is conducted in an Islamic Junior High School in Indramayu, which has never been studied.

B. Research Questions

The two research questions are presented as follows:

1. What are the classifications of speech acts often used by teachers in the EFL classroom?

2. How does the teacher use the classification of speech acts to manage students' misbehaviour?

C. Research Purposes

Based on the problems above, this paper presents an inquiry:

1. To identify the classifications of speech acts often used by some EFL teachers in the classroom.

2. To portray the experiences of some EFL teachers implementing speech acts in managing students' misbehaviour.

D. Research Significance

This research holds significant value both theoretically and practically in the field of English language teaching in Indonesia.

1. Theoretical Contributions

The findings of this study provide information about the classification of speech acts that are often used by some teachers, especially those related to English speech acts in the classroom and their use when responding to students who misbehave.

2. Practical Contributions

The study provides EFL teachers in one of Islamic Junior High School with insightful practical information. The study offers practical suggestions for enhancing classroom interactions and instructional strategies by identifying and analysing the many speech acts and politeness strategies that the teachers employ. Teachers can use the results of this study to understand the speech acts theory better and use it to improve classroom management. By using speech acts theory and supported with politeness strategies practically, teachers can better adapt their communication tactics to the requirements of their students, which will ultimately lead to more effective language instruction.
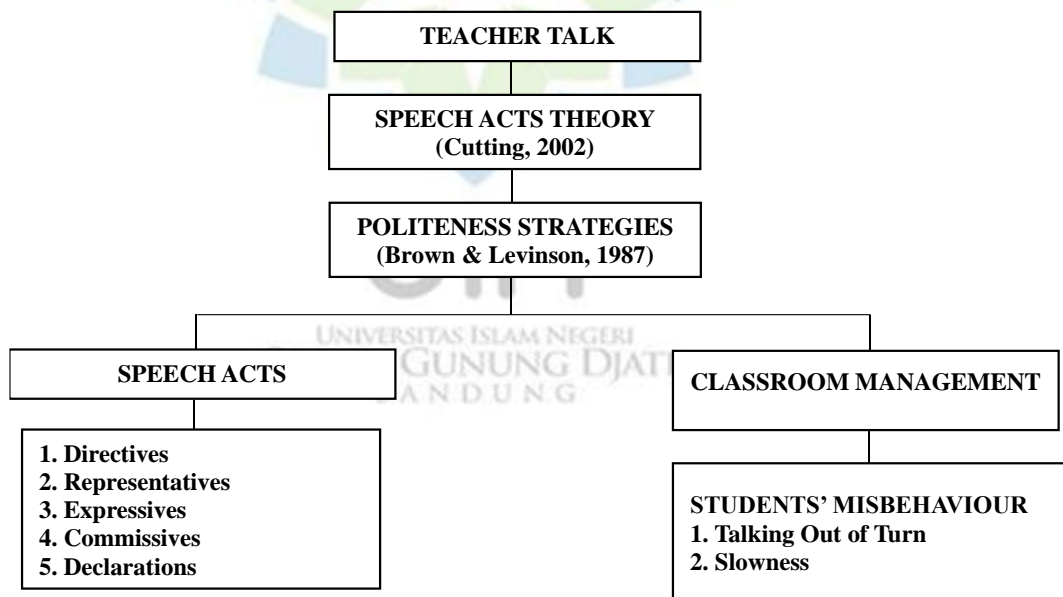
3. For Future Researchers

The study's conclusions can be a fundamental reference point for future research on speech acts in EFL classrooms. One of Islamic Junior High School in Indramayu is the place to conduct the study, offering a model for assessing teacher talk in analogous or dissimilar educational environments. Based on these results, future research can investigate other factors, like how cultural variations affect speech abilities or how well different speech acts work in different classroom environments. By opening the door for more complex and situation-specific research, this study advances the English language teaching field and our knowledge of pedagogical communication techniques.

E.   Research Scope

The study focused on how teachers talk in English classrooms and how they utilize speech acts. To restrict the research scope, the author has limited this study's subject, object, and research location. The first step of the study was to select some teachers who teaches English at the school. Three teachers were chosen for comprehensive data collection results. Finally, this research was conducted at MTsN 9 Indramayu.

F.   Conceptual Framework

This chapter explores the conceptual framework of the study, which consists of relevant theories and key concepts to analyse the speech acts of teacher talk and their implementation in the classroom management issue, especially the teacher utterances when encountering the student's misbehaviour.


```
                    ┌─────────────────────────┐
                    │      TEACHER TALK       │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │  SPEECH ACTS THEORY     │
                    │     (Cutting, 2002)     │
                    └─────────────────────────┘
                    ┌─────────────────────────┐
                    │ POLITENESS STRATEGIES   │
                    │ (Brown & Levinson, 1987)│
                    └─────────────────────────┘
```

SPEECH ACTS

1. Directives
2. Representatives
3. Expressives
4. Commissives
5. Declarations

CLASSROOM MANAGEMENT

STUDENTS' MISBEHAVIOUR
1. Talking Out of Turn
2. Slowness

Figure 1. 1 Conceptual Framework

One of the many variables influencing the effectiveness of the English teaching and learning process in the classroom is the teacher's language use. Students' learning process and growth are impacted by the language used in the classroom, according to Celce-Murcia (2000). When teaching English as a foreign language

(EFL) in Indonesia, where the teachers are not native speakers, it can be challenging to deliver lessons in English and understand what is being taught in the language.

Talking with students while they are being taught and learning is known as teacher talk. Lei (2009) asserts that successful teaching and learning depend heavily on a teacher's capacity for effective communication. It seems to be implied by Harmer (2007) that the students learn from the teacher's talk. Therefore, it is expected of teachers to be able to communicate with students and change the way they use the language since this gives students a chance to hear and, for the most part, comprehend the language they are learning.

The proper use of teacher talk can be measured by a pragmatic scope, primarily through speech acts theory. The meaning of 'proper' is to follow the rules and culture of the target language. Moreover, speech acts include asking questions, expressing a desire, refusing, praising, expressing regret, and more. Yule (1996) recognised that people do not employ language in speech acts randomly. Instead, they speak with conviction and purpose, and what they say may influence the hearer's behaviour.

Moreover, direct and indirect speech acts are two categories of speech acts. Direct speech acts carry out their duties in a straightforward and literal way. In contrast, the purpose of indirect speech acts is carried out in a nonliteral and indirect way (Dawson & Phelan, 2011). The employment of direct and indirect speech acts is a crucial aspect of society's overall communication strategy, especially regarding the teaching and learning process. The usage of direct and indirect speech acts is crucial for the majority of general gatherings since it deals with the expression of politeness.

Moreover, speech acts can be divided into three types or aspects. Grundy (2008) posits that human speech can be characterised by three aspects. They are locutionary acts, illocutionary acts, and perlocutionary acts. Simple utterances produced by someone with a precise vocabulary and good grammar are known as locutionary acts. Yule (1996) asserts that the phrases "speech act" and

"illocutionary acts" are commonly used interchangeably. Any application of communicative capacity in speech is considered an illocutionary deed. Perlocutionary acts are performed by people (speakers) who hope to influence the behaviour of others (hearers). Affecting behaviour is not limited to convincing someone to move physically; it can also entail altering their habits or thinking. This study limits the focus of its research to illocutionary acts.

Moreover, five categories of illocutionary acts were distinguished by Searle (1999) which are directive force, expressive force, declarative force, Assertive force, and commissive force. Declarative force holds that words can change the world. It shows that the speaker's speech acts change the situation or environment. Yule (1996) asserts that the speaker portrays the world as they perceive it using assertive or representative force. Furthermore, the speaker uses expressive force in an attempt to explain how they feel about particular circumstances. Expressive force conveys a wide range of emotional states, including joy, sorrow, suffering, and many more. Speaking in a way that is a directive act implies that the speaker is trying to persuade the listener to take action. Finally, the speaker's intent is communicated through speech with commissive force. Yule (1996) asserts that speakers communicate promises, threats, denials, and pledges through commissive force. Speech acts are used, for instance, when the teacher's talk is the topic of the lesson.

In addition, Brown and Levinson's (1987) politeness strategies have played a significant role in shaping the field of pragmatics, particularly in explaining how speech acts are performed. They introduced the concepts of two types of face: positive and negative. Positive face refers to an individual's desire to be appreciated and accepted by others, while negative face reflects the desire to act freely without being restricted or imposed upon (1987, p. 62).

Furthermore, managing students' misbehaviour is one of the purposes of speech acts in teacher talk. According to Little (2002), teachers and students are very concerned about students' misbehaviour at many educational institutions. Several adjectives are used in pertinent literature to describe problematic student behaviour,

including "distressed, deficient, inadequate, incompetent, impaired, problematic, and unsatisfactory" (Goodrich and Shin, 2012, p. 44). This topic is frequently debated. According to Ding et al. (2008), negative student behaviours include tardiness, talking or joking during class, speaking without permission, peer hostility, arrogance, noncompliance, lack of effort or focus, withdrawal and self-isolation, and slowness. However, this study will try to analyse two students' misbehaviour, namely, talking out of turn and slowness.

G.   Previous Studies

This section identifies the research gaps in the literature for the current investigation. Three projects have been identified as having a similar academic setting to the current study based on pertinent research in the field. Differences, however, might be used to highlight the research gap.

The first study was conducted by Shahi, Gharagozloo, and Raissi (2022). They aimed to investigate how Iranian EFL teachers viewed and instructed form-focused speech acts, particularly requests, invitations, and apologies. To accomplish this, 30 English language instructors at Islamic Azad University (IAU) of the North Tehran Branch were selected as study participants by the researchers using a sequential explanatory mixed-methods design and criteria sampling. The results showed that Iranian EFL teachers used explicit strategies rather than implicit ones while teaching speech acts to their pupils. Additionally, they assumed and concurred that explicit instruction works better because it appears more straightforward, more transparent, and less confusing for students. The difference with the current research is that the previous research used a mixed method, while the current research used a case study design.

The second study was conducted by Pane and Arbain (2023). This study aimed to ascertain how three female EFL preservice teachers (FEPT) employed directive speech acts and justified their decisions. This study interviewed three female students participating in the Practical Field Experience II program from three Samarinda Vocational High Schools. This study identified six categories of speech acts, namely advising, begging, demanding, asking, requesting, and forbidding.

Asking is the most common speech used. The goal of employing these speech acts was to encourage student participation and improve their ability to pay attention to the material during class. By acquiring these competencies, FEPT might efficiently carry out the teaching and learning process. The difference with the current study is that the previous study only used female participants, while the current study used the male perspective.

The third study was conducted by Christianto (2020). In this study, teachers and students in English as a Foreign Language (EFL) classrooms were asked to identify and analyse their different speech acts. The researcher analysed and interpreted the findings using Cruse's (2000) speech act. The findings demonstrated that three categories of speech acts—locutionary, illocutionary, and perlocutionary—were present in the teacher and student exchanges. The teacher's greeting to the class was the first instance of a locutionary act because the teacher's expression was non-specific. Second, the teacher asked one of her students to take a seat since it included a specific goal, an example of an illocutionary act. Finally, a teacher's request for a student to demonstrate how to ride a motorcycle in front of the class was an example of perlocutionary acts. The difference with the current research is that the previous research used Cruse's theory while the current study uses Cutting's theory.

The fourth study was conducted by Arifah, Salija & Abdullah (2024). The purpose of this study was to determine the types of illocutionary acts, the structural forms of utterances in locutionary acts, and the impact of perlocutionary acts on students in an EFL classroom. A teacher from Universitas Islam Negeri Alauddin Makassar's English and Literature Department served as the research subject, and a qualitative methodology was employed. Semi-structured interviews and classroom observations were used to collect data. The study found that the teacher used declarative, imperative, and interrogative locutionary acts, all of which are based on Yule's theory. The illocutionary behaviors that were seen, according to Searle's theory, were expressive (greeting, thanking, praising), directive (commanding, requesting, asking, recommending), representative (explaining, informing,

proclaiming), and commissive (assuring, undertaking, promising). In response, students asked questions and took action, which led to the identification of perlocutionary activities.

The fifth study was conducted by Azhari, Priono, and Nuriadi (2018). Azhari, Priono, and Nuriadi (2018) investigated the types and frequency of speech acts used in teacher-student interactions in an EFL classroom. Using a pragmatic-discourse approach and qualitative method, data were collected through observation and documentation involving 30 male students and 3 English teachers at MTs NW Putra Nurul Haramain. The findings revealed four categories of speech acts: imperatives (43%), assertives (42%), expressives (12%), and commissives (5%), with imperatives being the most dominant. The study also identified strategies for realizing imperatives, including formal completeness, level of directness, point of view, context, and mood. It concluded that students lacked pragmatic competence, suggesting the need for explicit instruction in communication strategies and further research on teaching pragmatic skills in EFL contexts.

Therefore, this study conducted new variables to fill the research gap based on suggestions from several kinds of literature. Differences in place affect the findings that emerge. The context or location of the research site in this study is MTsN 9 Indramayu, West Java, Indonesia, where research on the topic is still rare. The participant in this study was three EFL teacher to differentiate from previous research that used three female pre-service teachers as participants. There are also differences in methodology, such as this research using a descriptive qualitative study while previous studies have used mixed methods in their research.