

**EXPRESSIVE SPEECH ACTS BY ENGLISH TEACHERS
IN THE CLASSROOM INTERACTION**

SKRIPSI

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ABSTRACT

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The study deals with the Expressive Speech Acts by English teachers in the classroom interaction. The objectives of this study were (1) To find out types of Expressive Speech Act performed by English teachers, and (2) To describe how the expressive speech acts used by English teachers affected the hearers or the students. This study applied a descriptive qualitative method to analyze the data. The source of data obtained from the English teachers in SMA Unggulan CT Foundation. The technique of data analyzing used theory of Sugiyono (2016), started from the data reduction, data display, and the last conclusion drawing. There were found several types of expressive speech acts used by the English teachers, such as: expressive for attitudes, expressive for thank, expressive for apology, expressive for wish, and expressive for complimenting. There was new type of expressive speech acts found in the English teachers' expression: expressive for leave-taking.

Key words : Expressive Speech Acts, Classroom Interaction, English teachers.

CHAPTER I

INTRODUCTION

A. The Background of the Study

In communication, speakers often speak up their feelings with particular words and utterances. They transfer certain meanings through the language. Everyone has their own way to express what they are thinking. The way they utter it depends on their language mastery in facing certain situation. For instance, when someone says “It is very hot here”, the sentence has some meanings in some different situations. The speaker could be just want to tell the temperature at the moment, asking someone to open the window or turn on the air conditioner for him, or even complaining. That is why it is very important to master the theory of speech acts in communicating because everybody will often confront with the needs to understand and use each types of speech acts and it can only be realized by using some strategies.

In classroom, it is evident that the teaching and learning process involves a lot of interactions where teacher and students produce a number of utterances especially during a language class. The utterances often reflect the psychology of the speaker, such as happiness, misery, hatred, and many more. That is what so-called as expressive speech acts. The use of speech act determines how the teaching and learning process will happen. However, sometimes teachers use the same expressions of speech act which are familiar to students so they regard it ordinarily (no special feeling). But some other time, teachers use attractive and

exciting utterances to their students which cause them more enthusiastic in the learning process.

Based on the researcher's experience when she had a teaching training in a senior high school in Medan, the teacher did not use good and attractive utterances that can cause the students interested in studying. The teacher even often used emotional utterances which made students reluctant and afraid. It caused the aim of learning process unreachable. Teachers should act professionally in distinguishing their personal life and their performances in the class. They should be able to use good utterances to motivate students, so they would study eagerly and enthusiastically. By doing so, the aim of teaching and learning process could be reached.

B. The Identification of the Problems

Based on the background above, this research was meant to analyze the *Expressive Speech Act* which performed by the English teachers in the classroom. The problems found were as follows:

1. Teachers did not use good and attractive utterances in the classroom.
2. Teachers used emotional utterances to the students.
3. Types of expressive speech acts used by the English teachers.
4. The impacts of the expressive speech acts used by the English teachers on the students.

C. The Scope and Limitation

This research concerned about speech acts and limited on the illocutionary. The research focused on the expressive speech acts which produced by the English teachers in SMA Unggulan CT Foundation.

D. The Formulation of the Problems

The problems of this research were formulated as follows:

1. What types of Expressive Speech Act were performed by the English teachers?
2. How did the expressive speech acts performed by English teachers affect the hearers or the students?

E. The Objectives of the Study

The objectives of this study were:

1. To find out types of Expressive Speech Act performed by English teachers.
2. To describe how the expressive speech acts used by English teachers affected the hearers or the students.

F. The Significance of the Study

1. Theoretically

This research was intended to give more knowledge about the use of illocutionary speech act especially the expressive speech act performed by English teachers.

2. Practically

Hopefully this research could be used as a reference for further research of pragmatic study in classroom interaction to other researcher which interested to do a research with the same focus, expressive speech acts. For teacher, this research can be used as a reference, so they will be more careful and wiser in uttering their feeling to the students in order to reach the teaching and learning goals.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Speech Acts

Yule (1996) proposes that speech acts is performed action via utterance. Speech act is a theory which analyses the role of utterance in relation to the behavior of speaker and listener in interpersonal communication. In brief when speakers are saying words, they do not only produce utterance containing words and grammatical structure, but they also perform action in those utterances.

Speech act theory was first developed by J.L. Austin in a series of lecturer at Oxford University. His book *How to Do Thing with words*, is the first to introduce the idea of speech acts, analyzing the relationship between utterances and performatives. The primary concept of speech acts is that various function can be implemented by means of language. Speech acts are determined by the context where multiple factors affect the speaker's utterances. When saying a performative utterance, a speaker is simultaneously doing something. For example, when someone says, "I am hungry", he may express his hunger or is likely to imply a request for something to eat.

Searle stated that "the theory of speech act starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of certain kinds of acts, such as making statement, asking questions, giving orders, describing, explaining, apologizing, thanking,

congratulating, etc.” As an act of communication, a speech act succeeds if the audience identities, in accordance with the speaker’s intention, are expressed. The first thing one should notice is that speech acts are actions happening in the world, that is, they bring about a change in the existing state of affairs. We can conclude that every utterances or speeches that we produce and cause another to do some actions is called as speech acts.

2. Ways of Performing Speech Acts

Speech acts in general, and illocutionary acts in particular can be performed in variety of ways. According to Akmajian, there are some ways of performing speech acts, such as: (a) Literal Act, happens if the speaker means what he says in his utterances. (b) Non Literal Act is the contradiction of literal act where the speaker does not mean what he says. (c) Direct Act, is when a speaker does not perform that act by means of performing any other act. (d) Indirect Act, happen when a speaker performs that act by means of performing another speech act.

In communicating, sometimes we find a speaker says an utterance to hearer, but the hearer cannot understand what a speaker intend to. It may be possible for a speaker to state something successfully but still fail as communication. The reason for that may be the hearer asleep, the hearer does not know what the words mean or the hearer may not know the language. Thus, to be successful in communication, the hearer must identify what it is the speaker means to do (state, order, ask, report, promise, etc).

3. Classifications of Speech Acts

Austin in Achmad Tauchid (2016) described kinds of acts, they are locutionary act, illocutionary act and Perlocutionary act. As explain below:

3.1 Locutionary act

Locutionary act is the basic of utterance that is producing a meaningful linguistics expression. In performing a locutionary act, a speaker uses an identifiable expression, consisting of a sentence or fragment of sentence from language.

Example:

John: "Darling, do you want to go out to the show tonight?"

Laura: "I'm feeling ill."

John: "That's ok. You stay there and I'll make soup."

Notice how Laura didn't respond to John's question by saying, "No, I don't want to go out to the show tonight." What she actually said (her locutionary act) was "I'm feeling ill." It can be understood that Laura didn't need to say that she did not want to go out, but instead she express it another way by saying "I'm feeling ill" and John directly understood that she could not go out because of the ill.

3.2 Illocutionary act

Illocutionary act is an act of doing something; it is uttered by the speaker that is not only to say or state something but also used to ask someone else to do something. In utterance, speaker performs an illocutionary act in using a particular locution to refer. Such utterance has illocutionary act force of a

statement, a confirming, a denial, a prediction, a promise, a request, etc. As the example above, when Laura told John that she was feeling ill, she was telling John that she did not want to go out. That is the illocution act of her speech.

3.3 Perlocutionary act.

Perlocutionary act is an act that is uttered to affect the listener. An utterance that is uttered by someone often has effect to the listener. Which can be expected or unexpected affect that created by the speaker. So, in other word, a perlocution is listener behavioral response to the meaning of the utterance, not necessarily physical or verbal response, perhaps merely a mental or emotional response. As the example above, when Laura said “I’m feeling ill” the perlocution act of her speech is to get John to make a soup for her. Here, Laura’s utterance has affected John, so he make a soup for her as the behavioral response to Laura’s utterance.

4. The Classifications of Illocutionary Acts

There are five basic kind of action that can perform in speaking by mean of the following five types of utterance that is developing by Yule (1996), they are:

4.1 Declaratives

Declaratives are those kinds of speech acts that change the world via their utterance. The acts of declaratives are approving, betting, blessing, instructing, confirming, cursing, declaring, disapproving, dismissing, naming, resigning, etc.

Example: I quit from this job. (*resigning*)

As stated in Searle book that it is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world.

4.2 Representative

Representatives are those kinds of speech acts that state what the speaker believes to be case or not. The type include arguing, asserting, boasting, claiming, complaining, criticizing, denying, describing, informing, insisting, reporting, suggesting, swearing, etc.

Example: I met your parent yesterday. (*informing*)

As Searle stated that the point or purpose of the members of the representative class is to commit the speaker (in varying degrees) to something's being the case, to the truth of expressed proposition. All of the members of the representative class are assessable on the dimension of assessment which includes *true* and *false*.

4.3 Expressives

Expressives are those kinds of speech acts that represents the speaker feelings. The speakers express their feeling by making their words fit their internal psychological world. The acts are apologizing complimenting, condoling, congratulating, deploring, praising, regretting, thanking, etc. There are six types of expressives, they are as stated below:

4.3.1 Expressives for Thank

Expressing gratitude is considered to be one universal 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 addressee.

For example : ‘Thank you so much for coming.’”

4.3.2 Expressives for Apology

Apologizing is an expression of regret. Some definitions of apologizing such as; acknowledge faults or shortcomings, defend, explain, clear away or make excuses for by reasoning. There are also some related terms of apologizing : alibi out of, apologize for, ask forgiveness, beg pardon, express regret, plead guilty, do penance and so on.

For example: “I beg your pardon.”

4.3.3 Expressive for Complimenting

Congratulating, applauding and condoling are the kinds of expressives for congratulation. Those show the speaker’s sympathy toward what has been happening to the hearer. Congratulating expresses the feeling of pleasure toward the hearer’s luck, applauding expresses the feeling of honor toward hearer’s ability, while condoling expresses the feeling of compassion toward the hearer’s sadness. For example: “I congratulate you for your graduation.”

4.3.4 Expressives for Greetings

Greeting is an expression of welcoming. We usually use the salutation expression before starting the main point in communicating with others. It is also the act of greeting by the speaker to the hearer. For example: “Good morning, mom.”

4.3.5 Expressives for Wishes

Wishing is the expression of speaker’s desire and wants in order to expect it becomes reality. It is one of subjunctive to state an expectation or supposition. For example: “I wish you were here.”

4.3.6 Expressives for Attitudes

This kind of expressives is about criticizing, complaining, and deprecating that express the feeling of disagree or dislike with the hearer’s attitude. Those expect the hearer to mull over the speaker’s utterance.

For example: “That’s not good.”

4.4 Directives

Directives are those kinds of speech acts that the speakers use to get someone else to do something. The acts are advising, asking, begging, challenging, daring, demanding, forbidding, insisting, inviting, ordering, permitting, recommending, requesting, suggesting, etc.

Example: Don’t go to the party! (*Forbidding*)

4.5 Commissives

Commissives are those kinds of acts that the speakers use to commit themselves to some future action. The acts are committing, guaranteeing, offering, promising, refusing, threatening, volunteering, vowing etc.

Example: I will be there at 5 o'clock. (*Promising*)

5. Classroom Discourse

In teaching any languages, including English, teacher is required to use the language he or she teaches directly. In the same way, English is not only taught but also used as medium language in the classroom. The varieties or registers of language used in the classroom is narrowed and different from the general language because it deals with special functions used implemented in the classroom. This type of language is called as classroom language or classroom discourse.

Classroom language is the type of language used in classroom situations. Richards and Schmidt (2010) simply define classroom discourse as “the type of language used in classroom situations. Classroom discourse is often different in form and function from language used in other situations because of the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there. For example, teachers tend to rely on a discourse structure with the following pattern: initiation – response – evaluation. In this typical three-part structure, the teacher initiates a question in order to check a student’s knowledge, a student responds, and the student’s response is evaluated

with feedback from the teacher. The restricted kind of discourse students encounter in classrooms is thought to influence their rate of language development.”. There are some activities that occur in the classroom, such as :

- (a) Instructing is used by the teacher to tell the students what to do at different stages of lesson. This function commonly uses imperative form, e.g.: “Please open page five, and for this activity, you’ll work in pairs.”
- (b) Explaining is used to give more details of an activity or task, e.g.: “We will put your project in the wall so make sure that yours is easy to read.”
- (c) Narrating is used when the teacher tells the students about the story or experience in the past. This function is commonly used in elementary levels, e.g.: “Before I start the lesson, I would like to tell you my experience during the holiday.”
- (d) Eliciting is used by the teacher to get the information from the learners, rather than to give them directly, e.g.: “What can you see from this picture?” and “How can you arrange these jumbled paragraphs?”
- (e) Prompting is a function to help the students think of ideas or to remember a word or phrase by giving them part of it, e.g.: “You may start the story by this picture.”
- (f) Correcting is used by the teacher to indicate that the students make a mistake, e.g.: “Use *went* not *gone* when telling your experience.”
- (g) Checking is used to make sure whether the students have been correct or not. The use of concept question can be a way to check the students’ understand, e.g.: “Can anyone give me a sentence using this word?”
- (h) Conveying the meaning is used by the teacher when there is a new word or expression in order that the students understand.

6. Classroom Interaction

Richards and Schmidt (2010) define classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of classroom discourse, teacher talk, and second language acquisition. Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact among themselves, all of which affect the language learning.

The teachers initiates interactions with the whole group of students and with individuals, right from the beginning of a language course. Initially the students can only respond non-verbally or a few target language words they have practiced. Later on, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

What happens in a productive class hour is described as the following heads : (1) The teacher interacts with the whole class. (2) The teacher interacts with a group, a pair or an individual pupil. (3) Pupils interact with each other; in groups, in pairs, as individuals or as a class. (4) Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

B. Related Study

A pragmatic research entitled Pragmatic Analysis Of Illocutionary Acts In English Teaching-Learning Process At SMA N 1 Wates Kulon Progo by Destra Wibowo Kusumo in 2015 discussed that there are four types of illocutionary acts

performed by the teachers in English teaching-learning process. They are representatives, expressives, directives, and commissives. Also a research which is done by Achmad Tauhid entitled *The Performance of Expressive Speech Acts As Found On Wayne Rooney's Facebook* found that there were four types of expressive speech acts in the research, they are: congratulating, complimenting, thanking, and boasting. Expressive speech act of boasting was the most dominant one, namely 46%. Furthermore, each type was performed by Wayne Rooney either with direct expressive speech acts, or with the addition of preparatory acts, supportive acts, as well as the combination of both of them to modify the head acts as the main messages.

Those two researchs concerned with pragmatic notably in speech acts. There are dissimilarities of both researchs. The research which conducted by Destra Kusumo focused on the Illocutionary acts in the English teaching-learning process which consists of directives, representatives, expressive, declaratives, and commissives, while the research which conducted by Achmad Tauhid is more specific. It focused on the expressive speech acts performed by Wayne Rooney in his facebook. So, this research has the relationship with the two researchs because it also focuses on the illocutionary notably in the expressive speech acts.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research descriptive qualitative method designed by applying naturalistic design. This method used in order to discover, identify, analyse, and describe the expressive speech acts in classroom interaction. It is also known as a method to analyze the work of the teachers. Naturalistic design allowed the researcher to analyze the behavior of the teachers' utterances in the classroom interaction.

B. Source of Data

The data were obtained from three of the English teachers' expressive speech acts that they performed in the classroom in SMA Unggulan CT Foundation.

C. The Technique For Collecting Data

The sound recorder was used in note-taking technique. The data were collected by the following steps, they were: (1) Recorded the teachers when they were in the classroom; (2) Made a transcript of the teachers' utterances; (3) Reheard the recording and focus on the expressive speech acts used by the English teachers; (4) Identified the types of expressive speech act which performed by the English teachers.

D. The Technique for Analysis the Data

The data analyzed through qualitative analysis. The activities of qualitative analysis consisted of data reduction, data display and conclusion drawing (Sugiyono, 2016). Based on the following theory, the researcher applied the following steps:

1. Data Reduction

In this step, the data were concluded, grouped, and focused on the main problem of the research. The researcher identified the problem of research and then classified the main problem from data to non data. Reducing the data made the researcher easier to find the data needed.

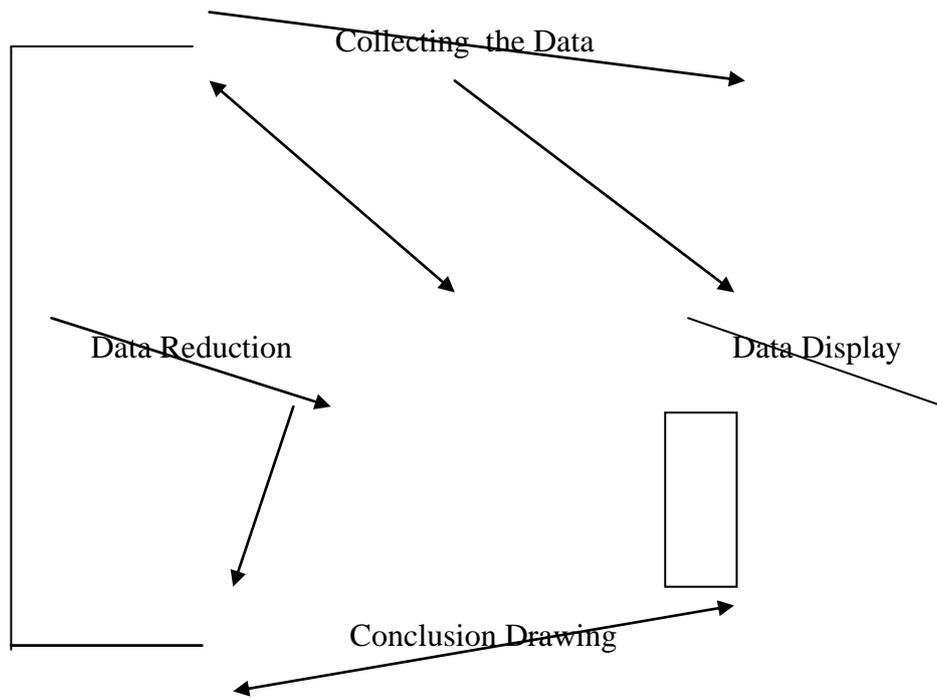
2. Data Display

In this second step, after the data were reduced, the researcher categorized the expressive speech acts used by the English teacher into expressive of thank, complimenting, wish, attitudes, apology and expressive of leave-taking.

3. Conclusion Drawing

The last step was conclusion drawing. The data were analyzed deeply, which the data and the information could be the new hypothesis and knowledge. So the researcher found the expressive speech acts performed by the English teachers.

The technique of analyzing the data could be seen by looking at the diagram below :



CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research were gained from all of the English teachers' utterances in SMA Unggulan CT Foundation Jl. Veteran Pasar VII Manunggal - Labuhan Deli, Deli Serdang. There were three English teachers in the school. The researcher recorded all the utterances of the teachers during the teaching and learning process.

B. Data Analysis

Data were analyzed based on the formulation of the problems that were to find out the types of expressive speech acts used by the English teachers and how the utterances produced by the English teachers have impacted on the hearers, in this case, the students. There were five types of expressive speech acts which were found in the teachers' utterances, they were expressive of attitudes, expressive of thank, expressive of wish, expressive of complimenting, expressive of apology, and expressive of leave-taking.

1. Expressive of Attitudes

The term of attitude means the speaker expression of dislike or disagree, criticize, and complain to the hearer's attitude which was expected the hearer to mull over the speaker's utterances. In this research, the expression for attitudes which used by the English teachers were exemplified in datum (T-1/ Rz/19):

For example like Johan. Since you don't want to understand Johan's character and needs, and stuff, and the thing that is not fit for you, then you prejudice Johan. Well, that's wrong. (T-1/Rz/19)

Datum (T-1/Rz/19) showed that the English teacher complained to the students because they often prejudice someone before they really knew the people well. The teacher expressed “*Well, that's wrong*” to show his complaint about the students' behavior. The students regretted what they did and responded it by saying *sorry, sir*. It is part of expression for attitudes. Another expression of attitudes is as shown in datum (T-1/Ns/20) below.

Whether it sweet or sour? Sweet. I am afraid he doesn't know what jackfruit is. Maybe he thought jackfruit is kedondong because kedondong is sour, right? (T-1/Ns/20)

The expression “*I'm afraid he doesn't know what jackfruit is*” showed that the teacher uncertain whether the student knew jackfruit or not. It contained uncertainty expression which also part of expressive for attitudes. The teacher expressed it because one of the students said that he didn't like jackfruit because it was sour and that was why the teacher expressed the utterances. The other students responded the teacher's utterances by laughing.

Here also another example of expressive of attitudes as shown in datum (T-3/If/24).

Come on. Come on Rohmat. You can. You can't smile. This is a sad song. Be serious! (T-3/ If/24)

The expression in datum (T-3/ If/24) showed the teacher complained to the student because he smiled while singing a sad song. He ought to show a sad face

indeed, and when the teacher complained about the face he posed by saying “*You can’t smile*”, he tried to be more serious and deepen the character.

Different attitudes expression found in the classroom interaction as shown in datum (T-1/ If/25):

Yes, that’s the biggest mistake you have. You like to sing the song bla..bla..bla... every time you’re bored or you listen from the broadcast. (T-1/If/25)

As shown in datum (T-1/If/25), the teacher complained to the students because they were not confident enough with themselves. The teacher said yes when he said “*Yes, that’s the biggest mistake you have.*” to emphasize her complaint. Therefore the utterances are categorized as expressive of attitudes. The students realized their mistake and they just bowed down when the teacher was complaining.

Ok, imagine you come to school, doing a research and some students ask you, are you married ma’am, are you married, sis? It’s not really good question. (T-3/If/22)

Here the teacher criticized the students by using the expression *It’s not really good question* (T-3/If/22) to critic the student about asking an inappropriate question to a guest in their class. The student realized that he had made something wrong, so he responded the criticism of the teacher by asking for an apology.

Below is another example of expressive for attitudes which shows a complaint from the teachers. We can see in datum (T-3/If/23).

You ask me, what is your performance, not good. You know I always want a perfect one. Not bad, it is just not good. I know that you are creative, but what is the problem you are not confident. Ask yourself!

The expression to show her complaint was *You know I always want a perfect one. Not bad, it is just not good.* The teacher complained because the students did not do their performance well and it made the teacher was not really satisfied with their performance. The students bowed their head down and chuckled because they knew that they did not do their best while performing the song.

2. Expressive of Thank

This kind of expression is delivered when people do something good to us. The point of this expressive is to show gratitude and it is considered as universal interpersonal communication. The expression of thank can be seen in datum (T-1/Rz/1) below.

Johan, do you agree with Latifah and Mariani? Ok. Ya, ok, ok. Thank you. Thank you. (T-1/ Rz/1)

It was the utterance that produced by the English teacher when the students gave their opinion. The teacher listened to all the opinion of the students and then gave a response such “*Ok. Ya, ok, ok. Thank you. Thank you*”. It showed that the English teacher satisfied enough with the opinion of the students. Another expressive of thank is shown below in datum (T-1/Rz/7).

Ah, is there any other questions? Any more questions?Ok, thank you, guys. Next group. So, please pay attention and give question. (T-1/Rz/7)

This expression was produced when the students finished their presentation and the teacher asked whether there was another question or not, then he said “*Ok. Thank you, guys*”. This utterances was categorized as thanking because the

teacher seemed satisfied enough with the presentation. He appreciated the students for the presentation and the other students presented enthusiastically after the first presentation done.

Here is the expressive of thank which performed by the English teacher as shown below.

Thank you guys. You did great job. See you next week. Assalamu'alaikum. (T-1/Rz/6)

The expression in datum (T-1/Rz/6) showed that the teacher appreciated and praised the students by saying “*Thank you guys. You did great job*” for the discussion and presentation they did. That was also the expression uttered by the teacher every time they want to end up the class. They usually thank or appreciate the students for participating in the teaching-learning process to create a good classroom interaction before they expressed the leave-taking expression.

3. Expressive of Wish

It is what people usually express when they wanted something to become reality, expression of speaker's desires and wants.

Here are some examples of expressive of wish which first is shown in datum (T-1/Ns/14).

Alright. So, we'd like to hear about your presentation next week. If you would like to continue again next week, especially don't forget the phrase of inviting someone. (T-1/ Ns/14).

In datum (T-1/ Ns/14), the teacher would like to hear the presentation from the students which had not presented yet. It was categorized as expressive of wish because the teacher used words *would like* in the expression “*So, we'd like to hear*

about your presentation next week.” which has the same meaning with *want* or *desire*. It showed that the teacher desired to see the performance of the students in the following week.

The second example of expressive of wish as shown below.

You have to apply! It's very easy ya, to learn, and there are so many scholarships abroad. Ok, wish you luck. Next, who else? (T-1/Ns/15)

In datum (T-1/Ns/15) “*Ok, wish you luck.* “, it was absolutely an expressive of wish because there was a word “*wish*” which meant the teacher really expected that the student would get luck in her effort to get a scholarship overseas.

An expressive of wish is not always started with word *wish* or *hope*, here is also an expressive of wish, in datum (T-1/ Rz/13).

Ok, just be you, ya. Just be you. (T-1/ Rz/13)

It was categorized as wish because when the teacher said “*Ok, just be you, ya*” there was stressing at the word “*ya*”. So, it meant the teacher expected the student to be himself no matter what happened.

Another example of expressive of wish as shown in datum (T-3/If/17).

Twelve students. Let's hope the best for them. Hope they can get back here and bring trophy. Although they left us in tears, no ya. (T-3/If/17)

The datum (T-3/If/17) “*Let's hope the best for them. Hope they can get back here and bring trophy*” was the teacher’s expression of wish. She asked the other students to pray that the students who took part in the competition would come back with trophy in their hand.

4. Expressive of Complimenting

The point of this expression is to congratulate, praise, condoled, and applaud the hearer. It shows the sympathy of the speaker towards what already happened to the hearer.

The datum in (T-1/Rz/8) showed the expression of complimenting that was used by the English teacher in the classroom.

So, what is the motivator? Is it love or what? (student gave their idea) Ya, good. Others? (T-1/ Rz/8)

The expression used by the teacher was a praising. He praised the students for giving an opinion. He started praising the student by saying “*Ya, good.*” which meant he agreed with the student and he praised it, so it categorized as expressive of complimenting.

Here is another expression of complimenting which was used by the English teacher in the classroom interaction. It was shown in datum (T-2/Ns/12) below.

Ok, RSVP. It's France, please respond. The closing is sincerely. Ok, give applause for them! Ok, we still have four group. (T-2/Ns/12)

The expression in datum (T-2/Ns/12) “*Ok, give applause for them!*” showed that the teacher praised the students’ presentation and asked another students to praise their friends’ presentation. It was categorized as expressive of complimenting.

5. Expressive of Apology

It is an expression of regret, when the speaker feel something went wrong, or when they want to ask for clarifying something unclear for them and ask for forgiveness.

The expression of apology can be seen in datum (T-2/Ns/27) below.

So, it means you admire her. You were expecting her? Ok, oh, sorry sorry, sorry. It's ok. (T-2/Ns/27)

The expression “*Ok, oh, sorry sorry, sorry.*” were performed by the teacher after he teased the student. It categorized as expressive of apology because the teacher said the word *sorry* many times which meant he tried to ask for the student’s forgiveness. The other students responded to that joke by laughing. There is another different kind of apology which also performed by the teacher when he was in the classroom. The expression can be seen in datum (T-2/Ns/28) below.

So, what are the differences between these two letters? Ok, (student: the arrangement) Sorry? The arrangement of the letter? The date and the time, alright. (T-2/Ns/28)

This utterance said by the English teacher for clarifying something he did not hear really clear. He said “*sorry?*” to the student so the student would repeat his opinion one more time. It also categorized as expressive of apology.

The datum (T-2/Ns/26) below also shows an expression of apology.

He wants expecting an invitation for joining OSN competition, and then she is expecting my wedding invitation. Oh, I'm sorry. Right, he is expecting an invitation letter from me. (T-2/Ns/26)

It is an expression for apology because the teacher apologizes the student for calling a male student by “*she*” while it should be “*he*”. The teacher apologize first by saying *Oh, I’m sorry* and then he clarified again by saying *Right, he is expecting an invitation letter from me*. The whole students laughed at first when the teacher made a mistake calling the male student, but after he clarified and asked for apology, the students then got quiet.

6. Expressive of Leave-taking

Leave-taking is expressed by the speaker to close a conversation. In teaching-learning process, the teacher applies this function at the end of the lesson to close the lesson. The datum in (T-1/Rz/29) is one of the examples.

Ok, thank you guys. See you next week. Assalamu’alaikum. (T-1/Rz/29)

This was the expression of leave-taking performed by the teacher. He expressed it to end up the meeting and the students replied with the same expression.

Here is another example of leave-taking as shown in datum (T-2/Ns/30).

Ok, see you again next week. Ok, now let’s close by reciting al hamdalah. Thank you very much. Assalamu’alaikum warahmatullahi wabarakatuh. (T-2/Ns/30)

The expression as shown in datum (T-2/Ns/30) *Ok, see you again next week*, was a leave-taking expression. It was at the end of the session of teaching-learning process and the teacher used that expression to end up the class. The students replied with the same expression.

The complete data analysis obtained from The English Teachers in SMA Unggulan CT Foundation can be seen in the appendix.

C. Data Findings

There were six types of expressive speech acts used by the English teachers in SMA Unggulan CT Foundation. They were expressive of attitudes, expressive of thank, expressive of wish, expressive of complimenting, expressive of apology, and expressive of leave-taking with the total of thank was 17 expressions, apology 3 expressions, complimenting 10 expressions, wish 15 expressions, leave-taking 2 expressions, and expressive for attitudes as many as 9 expressions. So, the total of the expressive speech acts used by the English teachers were 56 expressions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is concerned with the pragmatic analysis illocutionary acts with the main focus is expressive speech acts used by the English teachers in the classroom interaction at SMA Unggulan CT Foundation. In line with the objectives of the research which were to find out the types of the expressive speech acts performed by the teachers and to describe how the expressive speech acts used by English teachers affected the students, the result can be concluded as follows:

1. There are six types of expressive speech acts used by the English teacher in the classroom interaction. They are expressive of attitudes, expressive of, thank, expressive of apology, expressive of wish, expressive of complimenting, and expressive of leave-taking. Expressive of thank is the most frequent expression which was used by the English teachers, while expressive of leave-taking is the fewest.
2. The expressions used by the English teachers in the classroom interaction make the students more enthusiastic in the learning process. The teachers never used a rude word when they got angry. The most interesting facts which researcher found while doing the research is that the students are very obedient so the teachers did not need to express their anger, the teachers just

kept silent and looked at the whole class then the students directly understood that the teachers were angry. So, there was no expression of anger that was found by the researcher during analyzing the teaching-learning process.

B. Suggestion

1. To the English Teacher

The English teachers should note that the expressive speech acts they performed in the classroom have a big impact on the hearers, in this case, the students. The expressive speech acts play an important role in the classroom interaction for the teachers in giving instructions. It should be noted that the expressions uttered by the teachers should be understood well by the students, so there will be no misunderstanding between the teachers and the students. The appropriate implementation of the expressive speech acts will encourage the students in the learning process, so the aim of teaching-learning process can be reached.

2. To Other Researcher

This research's main focus is on the expressive speech acts used by the English teachers in the classroom interaction. The other aspect of illocutionary acts may be investigated by other researcher. Furthermore, they can investigate another majors of speech acts such as directives, commissives, declarative, and representatives.

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