

CHAPTER I

INTRODUCTION

As an introduction, this chapter presents the background of study, statements of problem, purposes of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

People use language to communicate with others in order to convey their intention and purpose. It is supported by Austin (1962) statement that during communication sometime people not only say something, but also they do something with their word. Speakers perform this act when they produce utterance to communicate with their partners. The acts might be in form of refusal, apology, complain, compliments, invitation, promise, suggestion(Yule, 1996). These acts are typically called as speech act.

Speech act theory tries to interpret how speaker conveys intended action and how the hearer catches intended meaning from what is utteranced. It is clear that we need to consider a deep analysis to the utterance. Sometime, what the hearer catch is not appropriate with what speaker means. Hence, it can cause misunderstanding. Moreover speaker demands the hearer to do something, it will be the problem if what the hearer infers far from speaker expectation. As Tauchid and Rukmini (2016) say that speech acts try to discuss how any utterances are produced by speakers so that

they have intended meanings which should be comprehended by hearers not only explicitly but also implicitly.

Speech act as the unit of linguistic communication expressed based on linguistic rules that conveys intentions and purposes. In performing speech act in form of utterance, speakers not directly say what they mean. So that, the hearer should interpret the meaning behind the speaker's words as communication strategy. In Altikriti (2011) "Reaching such ability requires the knowledge of the physical and social world and assumptions about the knowledge of the people with whom we are interacting". Usually, the meaning behind the speech act is created in certain situation or context. Based on Tauchid and Rukmini (2016) "Pragmatics studies language that is not directly spoken". Consequently, speech act is considered as a part of pragmatic.

Pragmatic studies the meaning in context. In order to understand the meaning behind the utterance or usually called as implicit meaning, we need to understand the theory of pragmatic. Every speakers have their own meaning and intention in the conversation. As we know that every conversation is influenced by certain context. Hence, it is very important to engage theory of pragmatic to understand the meaning behind speech act.

According to Arisetiyani and Yuliasry (2017) People use language to do an extraordinarily wide range of activities. It is used to convey information, request information, give orders, make requests, make threat, give warning, make bets, give advice, etc. All of those activities are required to achieve an understanding between the hearer and listener through the use of different strategies.

Because of the use of language is very important, we need to consider the proper and suitable language strategy to use in certain context. In order to achieve the understanding from both of side (speaker and listener) and avoid miss-communication we need to interpret what is the meaning in certain context of utterance.

Analysis about speech acts are conducted in many fields. For example Expressive Speech Act in Wayne Rooney's Facebook. Tauchid and Rukmini (2016) show that there were four types of expressive speech act on Wayne Rooney's Facebook. They were congratulating, complimenting, thanking, and boasting. "Expressive speech acts of congratulating tended to cause the hearers to respond the same as what the speaker intended, namely congratulating. Meanwhile, expressive speech acts of complimenting, thanking, and boasting were most likely to cause the hearers to produce a large number of compliments as the responses.

Beside that types of speech act in Written Advertisement according to Simon and Cartis (2015) show that the advertiser uses Macro and Micro speech act. Micro speech act contains information, direction, assertion. Macro speech act contains persuasion and information. Moreover Simon and Cartis (2015) state the function of persuading or informing the addressee, and the secondary function of informing, giving directions and making positive statements about the offer, without bringing the necessary evidence to support them.

Analysis of speech act not only done in literary such as texts, novel, and drama, But also Altikriti (2011) shows that in short story, from some of short stories

there were representative, directive, commissive, expressive speech act. The most dominant is representative speech act. So that, an advanced met representational device handling the attribution of mental states is important to master in intended interpretation in an utterance.

In addition, there is an analysis of speech act in movie. In movie called 'A Separation' in the entire conversations among the main characters use Searle's five major functional classification. Nemani (2013) shows that it was further discovered that among the five major functions, two categories were rarely used in that specific context which incorporated mostly settings with conflict. The frequency order of the three most used categories was directive, expressive, and commissive respectively. The findings of the study could have implications for communicative language teaching programs, in the sense that those categories which occur most frequently require a greater proportion of the course content.

Furthermore, there is a research in which concerns with speech acts produced by the main character in Shrek movie script. Orin & Issy (2016) show that the four types of speech acts produced by Shrek are directives, representatives, expressives, and commissives. This study show that the dominant speech acts used is directives. It reaches 44%. It indicates that Shrek uses directives because he wants to make the hearer do something. Besides, Shrek also wants to be admitted by the people that he is actually a kind ogre.

Analysis of speech act not only in written but also in spoken as well. Such as the analysis representative speech acts performed by the debaters in english debate

competition. According to Orin and Issy (2016) this study aims to analyze the types of representative speech acts performed by the debaters, the opponents' responses to representative speech acts in debate and the contribution of the representative speech acts to the development of argument in debate. The result show that the highest opponents respond is "arguing" acts than other acts. It meant that the debaters try to embrace and persuade the hearers so the hearers can comprehend and believe speakers' feelings. Thus, the speaker of the affirmative team successfully exploits the favorable contexts of their speech to persuade the hearers.

On the other hand, there is the study about observance of Cialdini's principles of speech acts of persuasion in 2016 US presidential debates. Arisetiyani and Yuliasry (2017) show that there are six principles that must be observed, namely consistency, authority, reciprocity, social-evidence, preference/ liking and rareness/ scarcity. The result of this study proved that most of the presidential candidates observed Cialdini's principles. They used several ways like asking the voter's need, making a promise, and disfiguring the interlocutors. Finally, this thesis provides suggestion regarding to the findings. At this point, the first plan is to present some tested principles of persuasion in debate classes. Next point is how you might use the principles to increase community interest in your topic, and to win people over, fairly and ethically, to the way of thinking.

Beside that, there is a study about realization of speech acts of suggestion by EFL learners of Universitas Negeri Semarang. Based on Shofwan and Mujiyanto (2018) the main objectives are to explain how these learners realize the speech acts of

suggestion, their realization of direct strategy, conventionalized form, indirect and the use of mitigation devices to produce suggestions. The result showed that “students realized their suggestion using conventionalized form more frequently than other strategies. The direct strategy was performed using performative verb more often. Conventionalized was form frequently realized by using modal should and need. Indirect strategy was performed by using hints more than impersonal. Moreover, the use of mitigating devices to redress the threatening toward the hearers’ face performed frequently by opener. It is expected that the findings of this study could encourage English language teachers particularly in teaching speech act of suggestion by using the most suitable approach.

Furthermore, analysis of speech act in teacher talk in EFL classroom uses the instrument Searle’s taxonomy of speech act classification. Basra and Thoyyibah (2017) show that the frequency of each classification found as the following: 70% for directives, 21% for representative, 6% for expressive and 3% for commissive. Directive speech acts are used mostly by the teacher because the teacher adopts the principle of Communicative Language Teaching. The use of directive speech act apparently make implication towards the improvement of the students’ productive skills. The study concludes that the choice of speech acts classification determine the teaching approach and vice versa. It is recommended for English teachers wishing to help students to achieve communicative competence to use more directive speech acts.

Based on the previous statements many kinds of field where speech act is analyzed. These are advertisement, facebook, short story, movie script, debate, EFL learner and EFL teacher. However, not much have been paid in Radio Broadcasting. Now, we need to conduct another research about speech act in the different field. English voice program is a program that focus on English learning. English voice as a program that perform 'speech act as a language phenomenon'(Isnawati et al., 2015). This program can be the new context to more understand the meaning in context especially speech act.

According to characteristic of informal learning, such as incidental learning activities, learning-centered, practical knowledge, pragmatic knowledge, etc.(Cuinen et al., 2015). The researcher found that those characteristic based on preliminary study are appropriate with the characteristic of English voice program. Therefore, we can categorize English voice program as informal learning. As the researcher explained previously that speech act have the implied meaning and intention more than the utterance say. Tauchid and Rukmini (2016) state that we need to interpret the meaning behind the utterance so it can easy to understand. In order to know the impact or force that is possible to happen in the speech, whether positive or negative impact. It is very needed the analysis in the speech act realization in announcer utterance.

Moreover, considering that English Voice is a program that is focused in English learning it is an important thing to know what kind of speech act that is used during broadcasting-learning. Furthermore, English voice consider as informal

learning. As Basra and Thooyibah (2017) say that the inappropriate use of speech act in EFL classroom may lead to misunderstanding due to the distinct cultures between the origin of language and the users. It is the same thing with informal learning, we have to recognize the possibility of misunderstanding in English learning either informal or formal learning.

The forms of language that is speech act in English Voice Program became the interesting thing that make the researcher conduct the research in English Voice Program. Besides, the act of saying something in which speech act used in English Voice Program is important to analyze. Since the inappropriate use of speech act can make misunderstanding as in Basra and Thooyibah (2017). Another reason is the question of why the listeners always approach the announcer after broadcasting-learning. In addition, the question of what is actually the discourses that the announcer used and what is the implication and purposes behind language act that the announcer said, Is there any certain discourses that influence it are appear in the researcher behalf. Therefore the researcher decides to conduct the research in form of analysis speech act in English Voice Program.

Furthermore, considering the research novelty, characteristic of informal learning, interpreting the meaning of speech act, the possibility of misunderstanding of speech act in EFL learning, and the previous natural phenomena it is very important to analyze speech act realization in English voice program. As a result, it is required the research that is conducted in Al- Manar Radio, especially English Voice

program by conducting a descriptive analysis of speech act realization In English Voice announcer. Finally, the researcher willing to conduct a research with the title ‘Analyzing the Speech Act Realization of English Voice Program Announcer in Al-Manar Radio Universitas Muhammadiyah Ponorogo’.

1.2 Statements of Problem

The problem that are discussed in this study come up from these questions:

1. What types of speech acts are found in English Voice program produced by the announcer?
2. What are the purposes of announcer of English Voice program using speech acts?
3. What are the implications of using speech act in English Voice program toward the listener?

1.3 Purpose of the Study

Based on the problem mentioned above, the purposes of this study are:

1. To describe the types of speech acts which are produced by the announcer of English Voice Program
2. To know the purposes of the announcer of English Voce Program
3. To know the implications of using speech acts in English Voice program toward the listener

1.4 Significance of the Study

1.4.1 For the hearer

Based on Preliminary Research, Most of the hearers of English Voice program is students. This research is expected to achieve the aim of informal learning context of English voice program that is the students and hearer can understand related to the knowledge that is conveyed by the announcer.

1.4.2 For the announcer

The announcers can know whether or not the speech act that they produce give the impact to their informal EFL learning. Also, they can know whether their speech act realization already relevant to use in English learning broadcasting or not.

1.4.3 For the radio

The proper speech act can give good impact for the hearer. So that rating or the quality of radio would be increase.

1.4.4 For the next researcher

The next researcher in speech act can use this research as reference to develop new research more detail and better related to speech act theory. The researcher hopes that other researchers will be able to continue this study in order to fill the gap and enrich pragmatics researches.

1.5 Scope and Limitation

This study is focused on speech act in English Voice Program. The researcher formulates the scope and limitation of this project to identify the boundaries of this study. The scope of this study is speech act produced by announcer of English Voice Program in Al Manar Radio Universitas Muhammadiyah Ponorogo. Moreover, the

limitation is speech act in which Representative, Directive, Commissive, Expressive, Declarative, and Phatic. Then, English Voice Program in which Informal Learning in Al-Manar Radio Universitas Muhammadiyah Ponorogo.

1.6 Definition of Key Term

To avoid misunderstanding about the definition, the writer gives explanation about definition of key terms as follows:

Pragmatic : “Pragmatic study the way in which language is appropriate to the contexts in which it is used. Fortunately, language is under-determined enough to allow us to infer the way in which an utterance is to be understood in the context in which it occurs”(Grundy, 2000: 19).

Speech Act :Speech act is “an act performed in saying something” (Lyons, 1977: 730)

English Voice Program: An English Learning program that has the characteristic of informal learning such as “incidental learning activities, learning-centered, practical knowledge, pragmatic knowledge, etc.”(Cuinen et al., 2015).