

CHAPTER I

INTRODUCTION

A. Background of the study

People, as social creatures who always interact with others, cannot be separated from communication. Communication plays an important role in human life. To communicate people need a language to express their ideas and feelings because the primary function of the language is as a means of communication. People need to communicate in order to express ideas, find information, and etc. Communication will succeed when there is no misinterpretation between speakers and hearers. The speakers must be aware of what they are doing, because they have certainly tried to understand what the speakers mean. Communication is effective if the purpose of the communication can be accepted well by both speaker and hearer and they have the same perception of what they are talking about. In order to communicate successfully, the speaker must have communicative competence.

According to Celce-Murcia, et al. (1995) the communicative competence covers discourse competence, linguistic competence, pragmatic competence, socio cultural competence and lastly actional competence. As a means to investigate pragmatics, the speech act approach has been used effectively for both in first and second language acquisition research. According to speech act

theory, (Searle: 1969), speakers perform illocutionary acts by producing utterances. Through their utterances speakers convey communicative intentions, such as requests, apologies, promises, advice, compliments, offers, refusals, complaints and thanking. The study of speech acts provides a useful means of relating linguistic form and communicative intent. An utterance, here, is treated as the realization of a speaker's intention and goal in a particular context.

Yule (1996:53) categorizes five types of general function performed by speech acts as the following; declaratives, representatives, expressives, directives and commissives. Commissives are those kinds of speech acts that speakers use to commit themselves to some future actions. They express what the speakers intends. They are promises, threats, refusals, pledges. They can be presented by speaker alone or by the speaker as a member of a group.

This study investigates the strategies of promising that are used by the Vocational English teacher in Pacitan.

Speech acts are frequently used to communicate verbally in either the first language (L1) or a second language (L2). To put it briefly, speech acts are "doing things by words" such as asking, thanking, apologizing, ordering, promising, requesting, warning, challenging, threatening, and so on (Searle, 1969). When speakers perform utterances, they simultaneously realize some

acts, as stated above. The speech act is usually studied under the broad rubric of pragmatics which, in turn, can be defined as “the study of the ability of language users to pair sentences with the contexts in which they would be appropriate” (Levinson, 1983:24), or as defined by Farghal (1995:253) as “the study of language in use or operation”. According to Lyons (1977:730) a speech act is “an act performed in saying something”. Consequently, the speech acts theory acquires its importance in the area of linguistics for the following reasons. Speech acts reveals a great deal of information about language users and their societies. In this regard, Byon (2006:137) claims that “speech acts reflect the fundamental values and social norms of target language and demonstrate the rules of language use in a speech community”. Speech acts cover a wide spectrum of functions that are most efficiently carried out linguistically.

The study about speech act of promising has been done by previous researchers. The study conducted by Arief and Mugableh (2013) focused on speech act of promising among Jordaians. The data are promising utterances produced by Jordaian people. The promising utterances which are taken from novel is the study done by Yulianti (2010). Moreover, Pujiati (2012) took promising utterances from novel. The detail privious study, will be discuseed in Chapter II. Most of the study conducted previously, the data which are taken are promising uttererances used by native speakers but this study is focused on

promising utterances produced by the teachers. That is why this study is different with the previous ones.

Speech act of Promising”, the point of this study is an act of undertaking to do a certain future act. The World Book Encyclopedia Dictionary (1964:1554) defines “promising” as “word said or written, binding a person to do or not to do something”. The Random House Dictionary of English Language (1966:1151) holds that promising is a declaration that something will or will not be done, given, etc., by one”. The Longman Dictionary of Contemporary English (1978:878) specifies that promising is “a statement, which someone else has a right to believe and depend on, that one will or will not do something, give something, etc”.

In this study, researcher wants to know what strategies of promising that are used by Pacitan vocational English teachers. Moreover, he would like to know the dominant strategy of promising used by the Pacitan vocational English teachers. Finally, he also wants to know what pragmalinguistic form used in delivering the promise.

B. Problems of the Study

1. What are the strategies of promising that are used by Pacitan Vocational English teachers?

2. What is the dominant strategy used by Pacitan Vocational English teachers in expressing promise?
3. What are the pragmalinguistic forms in the speech act of promising used by Pacitan Vocational English teachers?

C. Purpose of the Study

1. To explain the strategies of promising used by Pacitan Vocational English teachers
2. To know dominant strategy used by Pacitan Vocational English teachers.
3. To identify the pragmalinguistic forms in the speech act of promising used by Pacitan Vocational English teachers.

D. Objectives of the Study

1. Theoritically

The researcher felt the importance to carry on such a study from two angles, theoretical and practical, by doing this research, the researcher expects that the findings and the results of this study would provide other researchers with additional references since few studies have been dedicated to speech act theory. The fact that serves as a point of departure to do more research on the speech act of promising and to spoil more into detailed research

Besides, the importance of this study derives from the assumption by the researcher that attaining competence in the area of speech acts in general, and the speech act of promising in particular, will accelerate the process of attaining competence across languages.

In line with the previous statement, theoretically, the finding will give a contribution to the readers to enrich the knowledge about speech acts especially speech act of promising.

2. Practically

It could be useful in cultural understanding especially in teaching and their perceptive of the speakers' intention in expressing speech act of promising. Pedagogically, it might also increase our awareness of language varieties which may result in better understanding of others' speech. For specific one the result of this study may give benefit to:

a. Teacher

This study may give contribution to teacher especially in teaching pragmatic.

b. Student

The students may have understanding about promising utterances produced by someone.

E. Thesis Organization

Chapter I is introduction. It explains the historical background why the research is being conducted. In this chapter, the questions, objectives, benefit, as well as the scope of the study are also be formulated.

Chapter II is underlying theory. It presents four theories as references to support this study. It is divided into 2 subsections; they are (a) previous studies and (b) Theoretical Review. Previous studies is used to know where the position of this research is and would be taken from all over the world in the form of journals and thesis. It visualize aid the theoretical framework discussing the notion of Pragmatics, Speech Act, and Politeness. Next, the researcher explains about the discussion of the major theories of Pragmatics, Speech Act and Theoretical Framework.

Chapter III expands the speech act of promising used by Pacitan Vocational English teachers as well as what kind of research methodology which the researcher employs in conducting the research.

Chapter IV elaborates further the finding and discussion of the speech act of promising used by Pacitan Vocational English teachers.

Chapter V presents conclusion and suggestion.