A. Background of the Study

Communication is not merely as a means of the desire to interact. It’s used as the method to convey ideas and fulfill ones need. In communication, people can do the verbal and nonverbal communication. Henceforth, language is a type of verbal communication. Language plays an important role in communication. It can express every human feelings directly.

In order to communicate and conveys the language there must be the speaker and hearer. They must comprehend with others background knowledge, so they could share though, feeling and their desire. Each language can be regarded as a particular relation between sound and meaning (Chomsky, 1972:17). When people express their feeling, he must expect the respond and action from the hearer. An action which is performed via utterances is called by speech acts (Yule, 1996:47). People perform speech acts when they deliver their apology, complaint, greeting, request, refusal, and compliment.

The speaker wants to authorize the hearer in a specific purpose when he speaks. Furthermore, the hearer tries to understand what the speaker’s goal. The speaker and hearer work together to share the meanings of utterance by the certain circumstance.
In conversation, when the hearer understands the speaker he must respond him by utilize the expressive speech acts. This is the type of speech act which often operates in the conversation. The expressive speech acts is expressed by the speaker feeling. Based on Searle in Huang (2007:107) expressive are kinds of speech act that express a psychological attitude or state in the speaker, such as joy, sorrow and like/dislikes.

The expressive speech acts is an expression which is based on the psychological state. This expression is related to the speaker’s feelings upon the hearer. There are some strategies in uttering expressive speech acts. The strategies are depending on the relation between speaker and hearer, the goal of utterance and the status between the speaker and hearer. Moreover, those strategies can be in the form of verbal and nonverbal. The verbal strategies are exploited when the speaker orally answers and responds to the hearer, while the nonverbal strategies are exploited when the speakers do not answer orally but through body movement, facial expression, eyes gaze and gesture.

In teaching learning process, some EFL learners are often confused when they want to answer and respond using English language. The lack of vocabulary, clumsiness and afraid of fault become the reason of their confusion. Then, the expressive speech acts are conveyed differently among the student. Furthermore, there is a correlation between the students’ English language proficiency and the expressive speech act which are expressed.
The students’ limited vocabulary often exploits the frequent answers and responds. The students’ respond may show their ability in using native language. The teacher must indirectly give the various expressions for the students, and then they will exploit it for their next conversation.

This research is undertaken to reveal and understand the students’ variation in operating expressive speech acts in their daily conversation. This research also tries to reveal the students’ reasons when they operate its expression, the relation of the speaker and hearer can be exploited by this research. Furthermore, this research also can be used to analyze the student’s language proficiency.

The students will easily show their English proficiency in a conversation class. The writer will take this research in ELTI Surakarta, since there is the conversation class in which the students are learning and trying to speak native language. They often exploit the different responds in a same question. It blatantly shows their ability in English.

In their conversation, the writer often finds the utterances expressing psychological attitude or something dealing with their feeling. Dealing with this feeling, the writer has to understand the context of conversation to give the better comprehension to the reason of the student in operating speech act. Here is the example of conversation of the student in the class.

Teacher: Why do you come late?
Student: hehe, ummm, I got caught on the rain mr.
(This conversation is taken from classroom conversation)
The conversation above happened in the class when the teacher was teaching and the newcomer entered the door. It was raining outside, thirty minutes after class started, so the student was very late.

The data above shows the students feeling and his expression in the form of speech act. This apology speech act was uttered by the student to the teacher because he could not join the class in time. The teacher asked a question and the student answered it by giving a little giggle and says “*hehe, ummm, I got caught on the rain mr.*” It can be understood by the speech act apology because the student showed his feeling of having something wrong.

There were several research related to this expressive speech acts. Those research are related to the speech acts in the movie, (e.g. Khalifah, 2013; Ratnasari, 2012; Meidaratika, 2008; Cheng, 2010; Aguert, 2010; Scheyder, 2004 or in the television program e.g. Pradipta, 2013). However, unlike the previous studies, this present study took the expressive speech acts from EFL learners in Indonesia. This study tries to combine those previous researches by taking the data from English language learners in Indonesia. This decision is taken since some researchers show the relation of language proficiency to the variation of students’ expressive speech acts.

This research intends to reveal the students’ strategies and the purposes of their expressive speech act. It will be a temporary proof whether the students’ English proficiency result a consequence to their expressive speech acts or not. In
some cases from the previous studies show the expressive speech acts is are carried out by the speakers to show their feeling in some codes.

Based on the reasons above, the writer intends to analyze the students’ expressive speech acts in their daily learning and the writer is encouraged entitling the research as following Students Expressive Speech Acts Operated in Teaching Learning Conversation in ELTI Gramedia Surakarta in order to spot the expressive speech acts in their utterance.

B. Limitation of the Study

Although there are many works remain to be done, this research generates finding in the field of expressive speech acts with the EFL students as the subject of the study. In other words, the writer has the limitation of data source in this study and the writer has to conduct this study by focusing to the expressive speech acts theory.

The limitations of this study are expressed as follows: concerns the theory of this expressive speech acts uttered by EFL students. There might be some relevant theory related with the speech acts either utterances meaning. However, the students utterance viewed by expressive speech acts theory is beyond the scope of this research. It’s not only the expressive utterance by the students, but it emphasizes on the types of expressive feeling from Yule (1996:50). The expressive acts investigated by this study include apologizing, blaming, congratulating, praising and thanking. The second limitation concerns to the
subjects of this research. The subjects of this research were students of ELTI Gramedia who were at the conversation class level one to three.

C. Problem Statement

This research focused on the following problems:

1. What are the realizations of expressive speech acts used by students?
2. What are the students’ strategies in their expressive utterances?
3. What are the students’ intentions in their expressive utterances?

D. Objective of the Study

As stated in the problem statement mentioned above, the researcher has the following objectives:

1. To describe the realizations of expressive speech acts used by students.
2. To explain the students’ strategies in their expressive utterances.
3. To explain the students’ intentions in their expressive utterances.

E. Benefit of the Study

The writer really hopes that this study on Expressive speech act has some contributions for every people. The benefits which writer intend will be distinguished into two benefits as follow:
1. **Theoretical Benefits**

   This research will give additional reference about expressive speech act in pragmatics approach.

2. **Practical Benefits**

   a. Lectures

   The result of this study can help the teachers and lectures who want to know more about expressive speech acts in order to give more examples in teaching their students.

   b. Future Researchers

   The result of this study can become reference those who conduct expressive speech acts as their research and this result is expected to be a framework for the further study which is going to analyze about speech acts, especially expressive speech acts applied on EFL students.

F. **Research Paper Organization**

   In order to make this research is easy to follow; the writer organizes this research paper as follows:

   Chapter 1 is Introduction which consists of context of the study, previous study, focus of the study, objective of the study, benefit of the study, and research paper organization. Chapter 2 is underlying theories. This
chapter deals with the notion of pragmatics, the communicative competence, speech acts, classification of speech acts, direct and indirect speech acts, kinds of expressive speech acts, and teaching learning. Chapter 3 is Research Method which presents type of the research, object of the research, data and data source, technique of collecting data, and technique of analyzing data. Chapter 4 is Research Finding and Discussion. It elaborates the realizations of expressive speech acts, the student’s strategies, and their intention in their expressive speech acts. Chapter 5 is Conclusion and Suggestion