

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING
PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN
METRO**



BY

DILA AYU FEBRIANI

1501070165

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2020 M**

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AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING
PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN
METRO

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Department

BY:

DILA AYU FEBRIANI

STUDENT NUMBER : 1501070165

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

Sponsor : Ahmad Subhan Roza, M.Pd
Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M



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Telp. (0726) 41507; Faksimili (0726) 47298; Website: www.metroiain.ac.id E-mail: iainmetro@metroiain.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqsyahkan**
Dila Ayu Febriani

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama : Dila Ayu Febriani
No. Mahasiswa : 1501070165
Judul Skripsi : AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS
SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY
PROGRAM AT IAIN METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Pembimbing I

Ahmad Subhan Reza, M.Pd
NIP. 19750610 200801 1 014

Metro, Januari 2020
Pembimbing II

Trisna Dinillah Harva, M.Pd
NIP. 19830511 2009 12 2 004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Ilirngulyo Metro Timur Kota Metro Lampung 34111
Telp. (0720) 41507; Faksimili (0725) 47298; Website: www.metroainiv.ac.id E-mail: lainmetro@metroainiv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS
SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY
PROGRAM AT IAIN METRO
Name : Dila Ayu Febriani
Students Number : 1501070165
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies
(IAIN) of Metro.

Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Metro, January 2020
Co-Sponsor

Trisna Dinillah Harva, M.Pd
NIP. 19830511 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metro.univ.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : In order to hold the munaqosyah of Dila Ayu Febriani

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Dila Ayu Febriani
Students Number : 1501070165
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS
SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY
PROGRAM AT IAIN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Metro, January 2020
Co-Sponsor

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

v



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Jalan Ki. Hajar Dewantara Kampus 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimil (0725) 47295; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

RATIFICATION PAGE

NO: B-0341/11-201/D/PP-00-9/01/2020

The Research Proposal entitled AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO. Written by: DILA AYU FEBRIANI, Student Number 1501070165, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, January 21st 2020 at 17.00 p.m – 19.00 p.m.

BOARD OF EXAMINERS

Chair person : Ahmad Subhan Roza, M.Pd.
Examiner I : Drs. Kuryani, M.Pd.
Examiner II : Trisna Dinillah Harya, M.Pd
Secretary : Pika Marliza, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty


Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO

By:

DILA AYU FEBRIANI

The purpose of this research is to analyze the speech act behavior performance in speaking students of the IAIN Metro English language education program. The analysis effort will be carried out through qualitative research. In this case, the writer compiled a research proposal entitled "An Analysis of Speech Act Behavior in Students Speaking Performance English Education Study Program at IAIN Metro."

The subject of this research was the 16 students at the third semester of English Education Study Program of IAIN Metro. The data were collected through documentation, observation, interview and field note. The analysis technique proposed by Creswell was used to analyze the data. The result of the study shows that most of the students at the third semester of English Education Study Program at IAIN Metro made 38 speech act behavior in students and kinds of speech act found, they are locutionary act, illocutionary act and perlocutionary act. There are 29 (76,31%) utterances which is locutionary act used by students, then there are 7 (18,42%) utterances found and it's illocutionary act used by students, meanwhile there are 2 (5,26%) utterances of perlocutionary act used by students.

Key Words: Speaking, Speech Act, Qualitative Research

AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO

Oleh:

DILA AYU FEBRIANI

Tujuan dari penelitian ini adalah untuk menganalisis tindak tutur pada kinerja berbicara siswa dari program pendidikan bahasa Inggris Metro IAIN Metro. Upaya analisis akan dilakukan melalui penelitian kualitatif. Dalam hal ini, penulis menyusun proposal penelitian berjudul "Suatu Analisis Perilaku Tindak Tutur Bicara dalam Kinerja Siswa dalam Berbicara Program Studi Pendidikan Bahasa Inggris di IAIN Metro."

Subjek penelitian ini adalah 16 siswa pada semester ketiga Program Pendidikan Bahasa Inggris IAIN Metro. Data dikumpulkan melalui dokumentasi, observasi, wawancara dan catatan lapangan. Teknik analisis yang diusulkan oleh Creswell digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa sebagian besar siswa pada semester ketiga dari Program Studi Pendidikan Bahasa Inggris di IAIN Metro membuat 38 tindakan tindak tutur pada siswa dan jenis tindak tutur ditemukan, mereka adalah tindakan lokusi, tindakan ilokusi dan tindakan perlokusi. Ada 29 (76,31%) ucapan yang merupakan tindakan lokusi yang digunakan oleh siswa, kemudian ada 7 (18,42%) ucapan yang ditemukan dan tindakan ilokusi yang digunakan oleh siswa, sementara itu ada 2 (5,26%) ucapan dari tindakan perlokusi yang digunakan oleh siswa.


Kata Kunci: Berbicara, Tindak Tutur, Penelitian Qualitative

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : DILA AYU FEBRIANI
NPM : 1501070165
Faculty : Tarbiyah
Department : English Education Study Program (TBI)

States that this undergraduate thesis is originally the result of the writer's research, in excerption of certain parts which are excepted from the bibliographies mentioned.


Metro, January 2020
writer

Dila Ayu Febriani
NPM. 1501070165

PERNYATAAN ASLI PENELITIAN

Bertandatangan di bawah ini :

Nama : Dila Ayu Febriani
NPM : 1501070089
Fakultas : Tarbiyah
Jurusan : Program Studi Pendidikan Bahasa Inggris (TBI)

Menyatakan bahwa tesis sarjana ini pada awalnya adalah hasil dari penelitian penulis, dengan pengecualian bagian-bagian tertentu yang dikecualikan dari daftar pustaka yang disebutkan.

Metro, Januari 2020
Penulis

Dila Ayu Febriani
NPM. 1501070165

MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ (١٣٩)

“So do not weaken and do not grieve, and you will be superior if you are [true] believers”

(QS. Ali Imran {3}:139)

DEDICATION PAGE

This undergraduate thesis is specially dedicate to :

1. Allah SWT, The Most Gracius, the Most Merciful, who has taught human beings.
2. My beloved parents Mr. Sukarman and Mrs. Istiqomah who always pray and support me. Thankyou for gave me a lot of strength.
3. My brothers Agus Suroyo, Sutarno and my sister Alis Setyawati who always support me and gave me some advices.
4. My beloved friends who always be there for me, always gave me motivation and also support. My beloved BTS who always support me by their songs.
5. The staffs of Tarbiyah Faculty and lecturers of English Education Department, who always give the assistances to accomplish this research.
6. My lovely college: IAIN Metro.

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Praise always given to Allah the king of human kind who has created human as the best and perfect creatures among his creation and also given bless to all mankind in all over the world without any exception. Sholawat and salam always deliver to our precious prophet Muhammad saw who has brought us from darkness into brightness era.

This undergraduate thesis is presented as a fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department of IAIN Metro with title :“AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO”

Moreover, The writer would like to express the gratitude to the sponsor, Mr. Ahmad Subhan Roza, M.Pd, M.Hum and the co-sponsor, Mrs. Trisna Dinillah Harya, M.Pd, who have sincerely guided writer to accomplish undergraduate thesis.

Finally, the writer realizes on how this thesis is have many flaw and far from perfection. Writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English whether in school or college.

Metro, January 2020
The writer



Dila Ayu Febriani
NPM. 1501070165

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the English language skills. Speaking is a way of issuing or expressing opinions, words that speaker want to express. In the broadest sense, speaking has a significant amount in lives. As a result, many people in the world are expressing their opinions so that we can listen, conclude and also take a stand from what they say.

Therefore, a person's ability to speak English is influenced by several linguistic aspects, such as vocabulary mastery, grammar mastery, pronunciation skills, and ability to develop ideas. English speaking ability is influenced by various non-linguistic aspects which include the use of media in the speech process, environmental influences, and psychological aspects which include motivation, interest, and self-confidence.

Then, there are various problems in speaking English which are caused by weak linguistic and non linguistic aspects in students. Speaking problems caused by the weak linguistic aspects of students include of weak English vocabulary, weak grammar, weak English pronunciation, and weak ability to develop ideas for students.

Speaking problems are also caused by the limited vocabulary of students because it will hinder students with what they will express. Problems in

the weak grammar of students will make students talk unstructured and incomprehensible. The problem with weak English pronunciation can have the effect of not trusting the students themselves and making student pronunciation difficult to understand. The problem that occurs when students are weak in developing ideas is that students cannot speak much in English.

As a result related to the problems above the writer found speaking problems experienced by student third semester at IAIN Metro pre survey results change document data regarding students' speaking ability in English study program are shown in the following table :

Table 1

The Result data speaking performance based on Pre Survey among the third semester English Department of IAIN METRO

No.	Grade	Frequency	Presentage	Criteria
1.	A (81-100)	1	6,25 %	Excellent
2.	B (71-80)	3	18,75 %	Very Good
3.	C (61-70)	1	6,25 %	Good
4.	D (51-60)	11	68,75 %	Fair
5.	E (0-50)	0	-	Poor
TOTAL		16	100%	

Source: The data pre-survey taken September, 3th 2019

Based on the data above, it is known students who got grades A , B and C in speaking is 5 students (31,25%). While the number of students who got D,E grades in speaking is 11 students (68,75%). Therefore, it can be conclude that students of English study program at IAIN Metro have unsatisfactory english skill. Referring the data above, the writer assumes that they are low in speaking. They have not enough prior knowledge in english subject, they have difficulties to speak English. Therefore, it is considere important to overcome and analyze more in speech act behavior in the students speaking performance.

Based on the whole description above, the writer intends to analyze the speech act on performance speaking students of the IAIN Metro English language education program. The analysis effort will be carried out through qualitative research. In this case, the writer compiled a research proposal entitled "An Analysis of Speech Act Behavior in Students Speaking Performance English Education Study Program at IAIN Metro."

B. Focus of Study

In order to focus on the topic, the writer focus on analysis speech act behavior in students speaking performance, because speaking is one of the difficult subject to understand by the students. In this research, the subject is from the students of English Education Study Program at IAIN Metro. The writer expected the students can realize their speech act behavior in their speaking performance.

C. Research Question

This research question is formulated as follows:

1. What is the most dominant kind of speech act behavior in Students' speaking performance English Education Study Program at IAIN Metro ?
2. Why is the kind of speech act the most dominant kind in speech act behavior in students speaking performance English Education Study Program at IAIN Metro ?
3. How is the solution of speech act behavior in students speaking performance English Education Study Program at IAIN Metro ?

D. Objectives and Benefits of the Study

1. Objectives of the Study

The objectives of the study are constructed, as follows:

- a. To investigate the most dominant kind of speech act behavior in Students speaking performance English Education Study Program at IAIN Metro.
- b. To investigate the causes of difficulties in speech act behavior in Students speaking performance English Education Study Program at IAIN Metro.
- c. To know the solution of speech act behavior in Students speaking performance English Education Study Program at IAIN Metro.

2. Benefits of The Study

This research is expected to provide benefits not only for researchers but also for students, teachers and subsequent researchers.

a. For the Students

This research is expected to provide benefits for students in the form of giving enlightenment about the importance of the implementation of speech act in speaking. In addition, students can also realize their behavior regarding the use of speech act in speaking, especially those that are related to the most dominant speaking and difficulties in speaking speech act behavior in students speaking performance. After realizing their difficulties in implementing speech act in speaking, students can prepare alternative solutions to improve the quality of their speaking.

b. For the Teacher

The results of this study are expected to contribute to the English teacher by providing information about the ability of students to implement speech acts in speaking. As a follow up, the teacher is expected to be able to help students improve their speaking quality by implementing speech acts well.

c. For the Next Researcher

This research is expected to be able to provide benefits to the next researchers as the foundation that contains information in the form of student problem data in the application of speech act in

speaking. Through the results of this study the next researchers will get clear guidelines regarding research procedures related to the implementation of the speech act. Therefore, it is expected that the next researchers can develop the results of this study so that they can help students improve the quality of their speaking.

E. Prior Research

This research will be conducted by considering several previous studies related to the use of speech act in teaching speaking.

The first prior research was carried out by Dedy Subandowo and Mezia Kemala Sari with the research title *An Analysis of Speech Actions by the students of the English Department in Muhammadiyah University Metro*.¹ The first prior research focuses on teaching speaking skills. While the research method used in the first prior research is qualitative. The technique used for the first prior research is a noting technique and participatory observation technique. The first prior research examines the students of the English department in Muhammadiyah University Metro as a sample. The results of the first prior research show that the results of the show that there are three kinds of speech strategy in language communication; namely; 1) locutionary 2) illocutionary and 3) perlocutionary act.

¹ Dedi, Subandowo and Mezia Kemala S, *An Analysis of Speech Act Ability Conducted by the Students of English Department in Muhammadiyah University of Metro*, The Journal of English Languages Studies 02, no.01 (2017): 19-31.

This research has similarities and differences with the first prior research. The equation of this study with the first prior research lies in the similarity of language skills and methods used. The language skills studied by these two studies are speaking. While the method used by the two researches is qualitative. While the difference between this research and the first prior research lies in the differences in techniques or strategies, samples and results of research. The research technique or strategy of the first prior research is a noting technique and participative observation technique. Meanwhile, the technique in this study was observation and recording technique. The sample examined by the first prior research is the students of the English Department in Muhammadiyah University Metro while the sample of this study is efl learners teaching performance.

The second prior research was conducted by Hajjah Zulianti under the title *Speech Acts on EFL Learners' Teaching Performance and Its Implication in Teaching and Learning Activity*.² The second prior research focuses on teaching speaking skills. While the research method used in the second prior research is qualitative. The technique used by the second prior research is observation and recording technique. The second prior research examines efl learners' teaching performance as a sample. The results show that, the use of speech acts in teaching and learning activities give more implication.

² Hajjah Zulianti, *Speech Acts on Efl Learners' Teaching Performance and Its Implication in Teaching and Learning Activity*, Jurnal Smart 4, no.2 (2018): 93-106.

This research has similarities and differences with the second prior research. The equation of this study with the second prior research lies in the similarity of language skills and methods used. The language skills studied by these two studies are speaking. While the method used by the two researches is qualitative. While the difference between this research and the second prior research lies in the differences in samples and results of research. The sample examined by the second prior research is EFL learners teaching performance while the sample of this study is conversation between Habibie and Ainun in the film entitled *Habibie & Ainun 2012*.

The third prior research was conducted by Jaya Praditya, Adi Putra & Putu Artini under the title *An Analysis of Speech Acts in the Conversation Between Habibie and Ainun in the Film Entitled Habibie and Ainun 2012*.

³ The third prior research focuses on speaking skills. While the research method used in the second prior research is qualitative. The third prior research examines conversation between Habibie and Ainun in the film entitled *Habibie & Ainun 2012* as a sample. This study showed that the direct speech acts were the most dominant type of speech acts rather than the type of indirect speech act.

³ Jaya Praditya, Adi Putra & Putu Artini, *An Analysis of Speech Acts in the Conversation Between Habibie and Ainun in the Film Entitled Habibie and Ainun 2012*, e-Journal Program Pancasarjana UPG PS PBI 2, (2014): 1-10.

CHAPTER II

LITERATURE REVIEW

A. Concept of Speech Act Behavior

1. The Nature of Speech Act Behavior

Speech act theory is a branch of the communication, that involving linguistic utterances, rather than a part of the theory of language.⁴

The theory of speech acts 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 statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc. Characteristically, a speaker performs one or more of these acts by uttering a sentence or sentences; but the act itself is not to be confused with a sentence or other expression uttered in its performance.⁵

Searle identifies the speech act with the movement or gesture, both bodily and mental, which is to “count as” the intended type of speech act. In Austin’s view, the notion of an act is closely associated with that of action: he even says that all the “acts” he is talking about and distinguishing are actions.⁶

⁴ John R Searl, Farenç Kiefer, Manfred Bierwisch, *Speech Act Theory and Pragmatics* (London: Reidel Publishing Company, 1980), p. 3.

⁵ *Ibid* p.vii.

⁶De Gruyter Mauton, *Pragmatics of Speech Actions*. (Germany: Deutsche Nationalbibliothek, 2013), p. 344.

Geis cited in Maria Teresa T proposes a more dynamic view of speech acts, where context is allowed to play a role. He argues that speech acts are social actions, as opposed to linguistic actions.⁷

In the theory of speech acts there is a customary distinction between direct speech acts, where the speaker says what he means, and indirect speech acts where he means something more than what he says. For example in a standard dinner table situation when a speaker says "Can you pass the salt?" he performs the *direct* speech act of asking whether the hearer can pass the salt but normally also the *indirect* speech act of requesting the hearer to pass the salt.⁸

Speech act is where speech is analyzed in relation to the behavior of the speaker and listener. Thus action is a speech act characteristic in communication. It is assumed that in realizing speech or discourse, someone does something that is doing an action. Speeches that consist of lead, this is called performative speech which is the utterance done to take action. A speech act is an utterance that serves a function in communication. people perform speech acts when offer an apology, greeting, request, complaint, invitation, compliment, or refusal.

A speech act might contain just one word, as in "Sorry!" to perform an apology, or several words or sentences: "I'm sorry I forgot to bring your book that I borrowed." Speech acts include real-life interactions and

⁷ Maria Teresa Taboada, *Building Coherence and Cohesion*, (Amsterdam: John Benjamins Publishing Company, 2014), p. 189.

⁸ John R Searl, Farenç Kiefer, Manfred Bierwisch, *Speech Act Theory and Pragmatics* (London: Reidel Publishing Company, 1980), p. viii.

require not only knowledge of the language but also appropriate use of that language within a given culture.

2. The Benefits of Speech Act Behavior

Beyond pragmatics, the notion of speech acts is used in syntax and semantics, in literature and cinema studies, in ethics and epistemology, in clinical and experimental psychology, and the list could be continued for a long time. However, in spite of the acknowledged importance of speech acts, their study occupies quite a strange place within the contemporary theoretical landscape. Over the past thirty years pragmatics has seen important methodological and conceptual changes. There is no reason why speech acts should be left out of this new research programme. Studying speech acts is perhaps too often seen as an attempt to unveil natural classes.⁹

A speech act makes a linguistic utterance, mainly by virtue of its meaning, the bearer of what would best be called a communicative sense. Notice that a communicative sense belongs to the domain of social interaction and can in general be implemented in various ways, among which the use of verbal utterances is the most elaborate and often the most effective one.¹⁰

⁹ Mikhail Kissine, *From Utterances to Speech Acts*, (United States of America: Cambridge University Press, 2013), p. 1.

¹⁰ John R Searl, Farenç Kiefer, Manfred Bierwisch, *Speech Act Theory and Pragmatics* (London: Reidel Publishing Company, 1980), p. 3.

Speech acts, in this view, bring about changes in the conventional make-ups pertaining to situations, that is in the distribution among the participants of obligations with various kinds of content, guaranteed by rules envisaging sanctions.¹¹

Speech act is a communicative act that conveys the function of intended language. Speech acts occur in daily conversation in each community or society. For second language learners, it is important to know which speech acts are different in the first language, and what is inappropriate to say.

3. The Kinds of Speech Act

The kinds of speech act according to Austin: Locution, Illocution, and Perlocution.¹²

a. Locutionary

The locutionary act can be identified as the act of saying something, but it has different senses, its analysis has to proceed further, leading to distinguishing the phonetic act, the phatic act and the rhetic act.¹³ Locutionary act is an utterance that produces literal meaning. Example of locutionary: **“It's hot here.”**

The sentence above is spoken by the speaker solely to inform something without any tendency to do something, let alone to influence the interlocutor.

¹¹De Gruyter Mauton, *Pragmatics of Speech Actions*, (Germany: Deutsche Nationalbibliothek, 2013), p. 4.

¹² *Ibid* p. 9.

¹³ *Ibid* p. 26-27.

b. Illocutionary

The illocutionary act is introduced as the kind of act that we generally *eo ipso* perform in performing a locutionary act. Illocutionary acts are the ways in which language is “used”, kinds of “use of language”, at least in one of the senses of this expression.¹⁴ Illocutionary act is an utterance which has social function in mind. Illocutionary act is a speech act that not only serves to inform something but also to do something. Example:

“Joonie is sick”

The analysis is that the sentence when spoken to a friend who turns on the radio at high volume, means not only as information but also to order to turn down the volume or turn off the radio.

c. Perlocution

The perlocutionary act (where *perlocutionary* is derived from the Latin *per* ‘through’, ‘by means of’ *locutionary*) is as the kind of act that we may perform by saying something, that is, by performing a locutionary act and there in an illocutionary act.¹⁵ Perlocutionary act is an utterance that gives an effect to do something. Example :

“That tangled outfit you wore!”

Hear the sentence above, then the person will fix the wrinkled clothes or replace them with neater clothes.

4. The Causes of Difficulties Speech Act Implementation in Speaking

¹⁴ *Ibid* p. 29.

¹⁵ *Ibid* p. 34.

According to Elizabeth the problem in speech act is the way the speakers and listeners know which particular speech act is in force. In other words, the speakers produce the form which will accomplish the speech act they intend, and the way listeners understand which particular type of speech act is in force. Speakers and listeners must move from the literal meaning of an utterance to its implied or intended meaning. This concept can also be stated as the force of action of speech acts. Speakers and listeners must move from the direct force of an utterance to its indirect force, *i.e.*, what the utterance may be doing in any particular context.¹⁶

From the explanation above, the cause of the difficulties of speech act is speaker must move the way they speak from the literal meaning to the intended meaning and it's confusing the speaker and listener .

5. Solution of Speech Act Behavior

Solution of speech act according to Searle in any speech situation, there is a speaker, a hearer and a speech act being performed by the speaker. The speaker and the listener share a mutual knowledge of those facts together with a mutual knowledge of the rules of performing the various kinds of speech acts. These facts and this knowledge enable us to account for certain syntactical forms without forcing us to assume that the facts themselves have some syntactical description or representation in the deep structure of sentences that they help to explain.¹⁷

¹⁶ Elizabeth G., *Varieties of Question in E.C.* (Amsterdam:John B. P. C., 1993), p. 10.

¹⁷ John R. Searle, *Expression and Meaning*, (NewYork: Cambridge University Press, 1979),

Then, Habermas claims that the speech act success if the listener accepts the speech act and enters into the intended relationship, a communicative intent that is expressed with the help of illocutionary component of the speech act.¹⁸

In conclusion, speech acts are all the acts people perform through speaking, all the things done by the people when they speak. The solution of speech act is the speaker must have more interaction in society. A speaker who performs speech act also need to show the truth and sincerity which must be recognized by the listener if the speech act is successful.

B. Concept of Speaking

1. The Nature of Speaking

Speaking is one of the English language skills. When viewed from the origin, the word "speaking" comes from the speak word, speak is to express opinions; to say; to converse. Speaking is a way of issuing or expressing opinions, words that speaker want to express or the action of conveying information in speech. Speaking is very important in human life. It is needed when taking conversations with other people in formal or informal setting. When someone speak to other person, there will be a relationship. The relationship itself is communication.

p. 167.

¹⁸ J Habermas, *The Theory of Communicative Action*, (Boston: Beacon Press, 1984), p.138.

Speaking a foreign language is a very complex skill, including vocabulary, grammar, pronunciation, fluency, the ability to structure talk or even non-verbal abilities.¹⁹

S Tornbury states that speaking is so much a part of daily life that take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that.²⁰ When speaking, as with other aspects of behaviour, there are socially accepted notions as to what is and what is not appropriate in particular circumstances. For example, the speakers might be expected: to respond to a greeting with a similar greeting.²¹

Speaking is combining sounds in a recognised and systematic way, according to language-specific principles, to form meaningful utterances.²² The purpose in speaking may be, for example, to inform, to convince, to consult, to provide feedback, to review, to agree a course of action, to instruct, to introduce a discussion, to question, to find fault, or to praise.²³

From the explanation above, speaking has meaning which appears directly from our mind to convey messages to other people. In other words, speaking is to say exactly what the speaker think. When someone

¹⁹ Mirosław Pawlak, Ewa Wanie K-Klimczak and Jan Majer, *Speaking and Instructed Foreign Language Acquisition*, (UK: Multilingual Matters, 2011), p. 149.

²⁰ S Tornbury, *How to Teach Speaking* (New York: Pearson Education ESL, 2005), p.1.

²¹ Robert Barras, *Speaking for Yourself "A Guide for Student"*, (New York: Taylor & Francis e-Library, 2006), p.7.

²² Sandra Cornbleet & Ronald Carter, *The Language of Speech and Writing*, (New York: Taylor & Francis e-Library, 2002), p. 18.

²³ Robert Barras, *Speaking for Yourself "A Guide for Student"*, (New York: Taylor & Francis e-Library, 2006), p. 10.

feel something, it means want someone can to listen. In this process can call it is an interaction between two sides.

2. The Concept of Performance

Performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking.²⁴ Performance refers to the individual's actual language use. It is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events. Meanwhile, According to Kart and Lutgart performance is a term used in a variety of disciplines.²⁵ Performance is the act of performing or process of discharge or resolving an action. A performance involves entertaining other people by doing something such as singing, dancing, or acting. Performance is also the act which people or someone shows the ability or talent possessed.

3. The Importance of Speaking

According to Brown and Yule cited in Jack C. Richard, the importance of speaking is as follows:²⁶

²⁴ H Douglas Brown, *Principles of Language Learning and Teaching*, (NY: Addison Wesley Longman, 2000), p. 30.

²⁵ Kurt V. And Lutgart V.D.B, *Integrated Performance Management*, (London: Sage Publications, 2004), p. 5.

²⁶ Jack C. Richards, *Teaching Listening and Speaking*, (NY: Cambridge University Press, 2008), p. 21-27.

a. Talk as Interaction

Talk as interaction refers to what normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described. The example of talk as interaction such as chatting to a friend over coffee, a student chatting to his or her teacher while waiting for elevator, etc.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Example of talk as transaction are: buying something in a shop, ordering food in the restaurant, classroom group discussions and problem-solving activities, etc.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public

announcements, and speeches. There are some example of talk as performance such as: giving a speech, making a presentation, etc.

4. Types of Speaking Performance

According to Brown , there are six similar categories apply to the kinds of oral production, they are: ²⁷

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of speech performance is responsive: short replies to teacher or student initiated questions or comments .

d. Transactional (dialogue)

²⁷ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p.271-274

Transactional language, carried out for the purpose of conveying or specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

The students at intermediate to advanced levels are called on to give extended monologues in the form of oral report, summarize, or perhaps short speeches.

5. Definition of Behavior

Dretske defines behavior as a process of an inner entity bringing about a bodily movement or environmental outcome and so on.²⁸ He reveals how the character of our inner states, what we believe, desire, and intend determines what we do.

Human behavior can be explained in terms of conditioning, without appeal to thoughts or feelings, and that psychological disorders are best treated by altering behaviour patterns.²⁹

Behavior is what is done by individuals, species or artificial entities in a form shared with themselves or their environment, which includes relationships around. Behavior is the way people acts toward others.

²⁸ F. Dretske, *Explaining Behavior: Reasons in a World of Causes*, (Cambridge: MIT Press,1988), p.1.

²⁹ Merriam W, "Behaviourism", <https://www.merriamwebster.com/dictionary/behaviorism> (taken on January 2, 2020).

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

In this case, the writer will consider the importance of speaking mastery especially speech act to be explored. The writer will decide to use qualitative research to analyze the use of speech act of the students' speaking at IAIN Metro.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem. It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The writer will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for

descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.

B. Data Resources

In this research the writer divides the sources into two items. They are primary and secondary.

1. Primary sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research is the recorded data of students' speech act behavior in English at English Education Department at IAIN Metro.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary sources in this research is from journals, e-books, articles and documented data related to

English speaking instruction at IAIN Metro that are related to the research.

C. Data Collecting Technique

The writer in this research uses document to collect the data. The writer takes documents from the result of the use of speech act in students' speaking. In the process of collecting the data, the writer collects the results of speaking students to analyze and to identify the using of speech act in speaking.

In this research, the writer use four techniques to collect the data. There are observation, documentation, field note and interview.

1. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the writer uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes. In this research the writer will document the important data such as history of IAIN, structure organization, total of the lectures and students, staff administration, sketch location of IAIN.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). In this research, the writer will observe the recorded data of students' speech act behavior English in students' of English education study program at IAIN Metro.

3. Interview

Interview is formal meeting or conversation which asked questions or discussion with specific purpose between two or more people in order to find out if they are suitable for a job or study.

The writer will conduct an interview with the students of the English education study program and the lecture of English speaking at IAIN Metro. Interviews is to investigate especially regarding the factors that cause the problem in speech act behavior.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data

means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The writer must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The writer would apply Miles and Huberman model to analyze the data. The components of this analysis model are pictured by this figure.

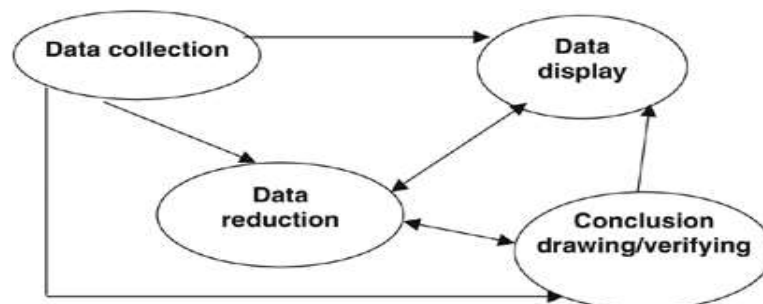


Figure II. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection is the step when the writer gather all data which are used to complete the research.
- 2) The writer reduces the data he had gotten by summarizing and choosing specific things.

- 3) To display the data, the writer usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) The writer verifies his research by making conclusion of data findings.
- 5) Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaning fulraw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the writer uses six steps in the process of research, as follows:

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a

review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Setting

1. The Historical Background of IAIN Metro

State Islamic Institute (IAIN) Metro is located in Metro city, Lampung province. It is the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which is one of favorite universities, IAIN Metro has vision and missions. Its vision is Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian. Then, to accomplish the vision, it composes some missions, namely: Implementing implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socio-ecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separable with the history of IAIN Raden Intan Bandar Lampung which has begun from the effort of elite and religion figures

from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas islam No. E.I/OT.00/AZ/1804/1996, the settlement of Institutional Facilities IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

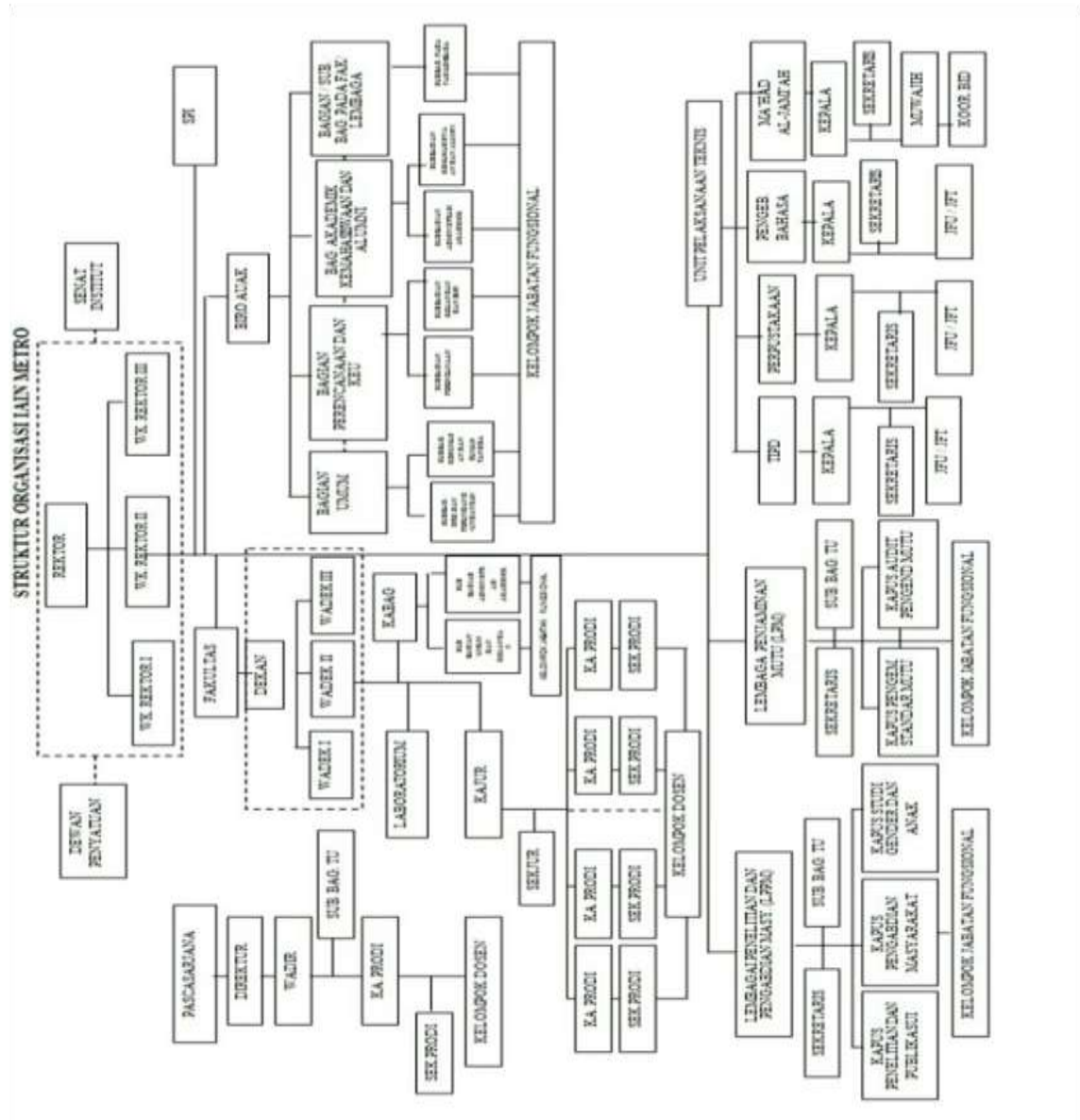
IAIN Metro has four faculties namely Tarbiyah Faculty, Economy Business Faculty, Syari'ah Faculty and Islamic Announcement and Communication Faculty. Firstly, tarbiyah and teacher training faculty

covers Islamic education study program (PA), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

2. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2019/2020 as follows:

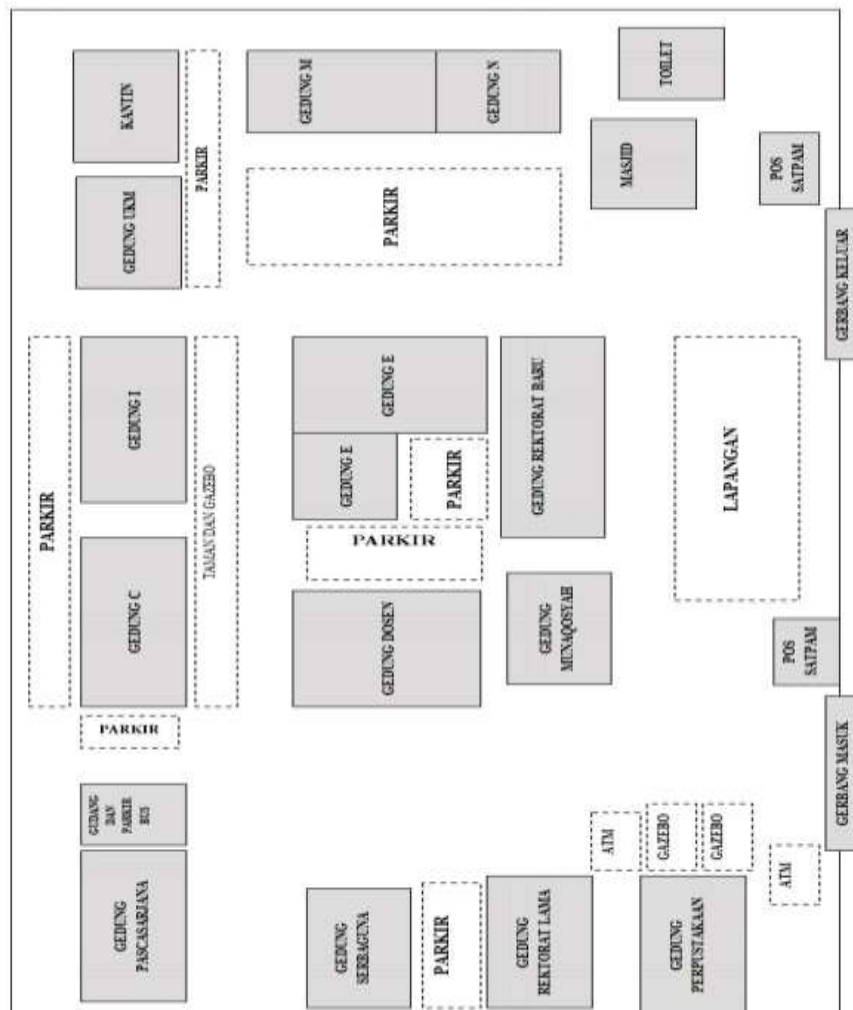
Figure 1. Structural Organization of IAIN Metro in the Academic Year 2019/2020



3. The Sketch Location of IAIN Metro

IAIN Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

Figure 2. The Location Sketch of IAIN Metro (Campus 1)



4. The Facilities in IAIN Metro

In order to support lecturers and students, there are some facilities in state institute for Islamic studies of Metro, it can be shown in the table below:

Table 2.

Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of Unit
1	Lecturers' room	4
2	Computer laboratory unit & BMT	4
3	Library unit	1
4	Language laboratory unit	2
5	Micro-Teaching laboratory	1
6	Islamic development unit	1
7	Classroom	38
8	Mosque	1
9	Futsal field	1
10	Basketball field	1
11	Wall climbing field	1
12	Volley field	1
13	Tennis field	1
14	Auditorium	1
15	Students activities unit	1

16	Students committee office	1
17	Canteen	1

Source: Documentation of state institute for Islamic studies of Metro

5. The Condition of Lecturers and Official Employers

The whole staff of IAIN Metro in academis year 2019/2020 is 234.

Table 3.

Total of Lectures and Official Employees in IAIN Metro

No	Name	Total
1	Employee	54
2	Lecturer	156
3	Honorary worker	24
TOTAL		234

6. The English Education Department (TBI)

English Education Department (Tadris Bahasa Inggris (TBI)) is one of Strata 1 (SI) majors of Tarbiyah and Teacher Training Faculty in State Islamic Institute (IAIN) Metro which was established in 2007. Historically, SI TBI IAIN Metro came from Diploma 3 (D3) English Education Department that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No.

Dj.1/220.C/2007 in Jakarta on May 28, 2007. According the Implementation License of Department from the General Director, TBI is located in IAIN Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Department (TBI) has a vision in implementing education, namely: Making English Education Department highly qualified in English education and knowledge of English language and literature based on faith and ihsan and moral and ethical values of community life and state. The vision then is enlarged in some missions, namely: Creating a program of English education not only of high quality but also useful for Indonesian people to meet the needs of the real world work both in the field of education and in non-educational at national and international levels.

The assessment toward TBI students is always holistic that it contains three education aspects, namely: cognitive, affective, and psychomotor. Meanwhile, to increase academic quality, English department consistently develops conducive academic atmosphere so that a dynamic, open, and polite relationship can be created among the academy parts. Thirdly, from output dimension (alumni), every student who is graduated from English Education Department of IAIN Metro, is expected to be professional in English.

B. General Description of Research Data

Speaking performance is important for English learners. It can be the one indicators that show the level of the students' competence in English. Speaking is also important for those who want to be able to master English because speak up will lead to create confidence.

The writer specifically analyzed the speech act behavior in students speaking performance. As a primary data, the data was taken through the speaking performance result of the 16 students in third semester of English Education Department of IAIN Metro.

1. The Result of Obsevation

The speech act behavior of students speaking performance has various kind. This research used qualitative method. This research used the data from the conversation of student speaking performance. The result of this research can be seen in the following data:

- a. Locutionary act is an act of language to say something, which is an action to convey a certain meaning and language action to say something through the utterance refer to the third person. The data of conversation mentioned:

"I want to be a good parents"

"I have two brothers and two sisters"

"I have one brother and one sister"

"i like dimsum and kuaci"

"I think our speaking lecture is beautiful and good lecture"

"I like fried fries and cookies"

"I have one sister"

"I like fried fries, chitato, cimol"

"It's affordable product"

"My friends except her well"

"Woman can be leader, not only a man"

"I think she is smart and very good"

"I want to be a president"

"I have four brothers and two sister, Im six"

"I just want to be a lecture"

"I like traveling and jogging"

"She is Puput. She is our new leader"

"I want to be a doctor."

"Alifa said moko moko mascara is not good."

"It's good for travelling because it's sachet"

"I don't have a breakfast at home"

"Im a big love of jurnalrisa"

"I like Chaenyol..handsome boy"

"He is cry in the bus station"

"He is in military"

"Baekhyun is so handsome"

"I downloaded episode 8 of the drama Hotel Deluna"

“im very busy about homework”

“i know the original soundtrack from Hotel Deluna”

- b. Illocutionary act is an appearance of language action in saying something, which is opposed to a language action by saying something. Austin distinguished illocutionary language actions into five types: verdictives, exercitives, commissives, behabitives, and expositives. The data of conversation mentioned:

“Mascara of Moko-Moko is not good for our eyelashes”

“i think she is strong woman and her voice is so long because of her sound makes us brave”

“ You will have many students”

“I want to buy moko moko”

“I think lipcream from moko moko is very good”

“I think Loreal mascara is very good”

“He has charisma in his body and everything on him is good and his hair is so curly”

- c. Perlocutionary act is an act of language in saying something with a view to having an effect, reaction, or response to the thoughts or actions of the person being spoken to. Language phrases included in the 'perlocution' language action group include: convincing, deceptive, frightening, persuade, seducing, directing. The data of conversation mentioned:

“I will invite you to watch jurnalisa together”

“ I hope that you will review in your Youtube channel”

2. Table the Result of Observation

The following table is the result the kinds of speech act behavior of students speaking performance.

Table 4.

Result of Speech Act Behavior in Students Speaking Performance

No	Name	Utterance	Kinds of Speech Act		
			Locutionary Act	Illocutionary Act	Perlocutionary Act
1	ASH	<i>“I want to be a good parents” “I have two brothers and two sisters”</i>	2	-	-
2	FP	<i>“I have one brother and one sister” “i like dimsum and kuaci”</i>	2	-	-
3	FM	<i>“I think our speaking lecture is beautiful and good lecture” “I like fried fries and cookies”</i>	2	-	-
4	FAR	<i>“I have one sister” “I like fried fries, chitato, cimol”</i>	2	-	-
5	FTS	<i>“It’s affordable product”</i>	1	-	-
		<i>“Mascara of Moko-Moko is not good for our eyelashes”</i>	-	1	-
		<i>“ I hope that you will review in your Youtube channel”</i>	-	-	1
6	HP	<i>“My friends except her well”</i>	2	-	-

		<i>“Woman can be leader, not only a man”</i>			
		<i>“i think she is strong woman and her voice is so long because of her sound makes us brave”</i>	-	1	-
7	HKD	<i>“I think she is smart and very good”</i>	1	-	-
8	JE	<i>“ I want to be a president”</i>	2	-	-
		<i>“ I have four brothers and two sister, Im six”</i>			
		<i>“ You will have many students”</i>	-	1	-
9	KTS	<i>“ I just want to be a lecture”</i> <i>“ I like traveling and jogging”</i>	2	-	-
10	LD	<i>“ She is Puput. She is our new leader”</i>	1	-	-
11	MRZ	<i>“I want to be a doctor.”</i>	1	-	-
12	ND	<i>“Alifa said moko moko mascara is not good.”</i> <i>“It’s good for travelling because it’s sachet”</i>	2	-	-
		<i>“I want to buy moko moko”</i> <i>“I think lipcream from moko moko is very good”</i> <i>“I think Loreal mascara is very good”</i>	-	3	-
13	RPM	<i>“I don't have a breakfast at home”</i> <i>“Im a big love of jurnalrisa”</i>	2	-	-
		<i>“He has charisma in his body and everything on him is good and his hair is so curly”</i>	-	1	-

14	RKW	<i>“I will invite you to watch jurnalisa together”</i>	-	-	1
15	RY	<i>“I Like Chaenyol handsome boy”</i>	1	-	-
16	WS	<i>“He is cry in the bus station” “He is in military” “Baekhyun is so handsome” “I downloaded episode 8 of the drama Hotel Deluna” “im very busy about homework” “i know the original soundtrack from Hotel Deluna”</i>	6	-	-
TOTAL TOTAL OF ALL POINTS = 38			29 (76,31%)	7 (18,42%)	2 (5,26%)

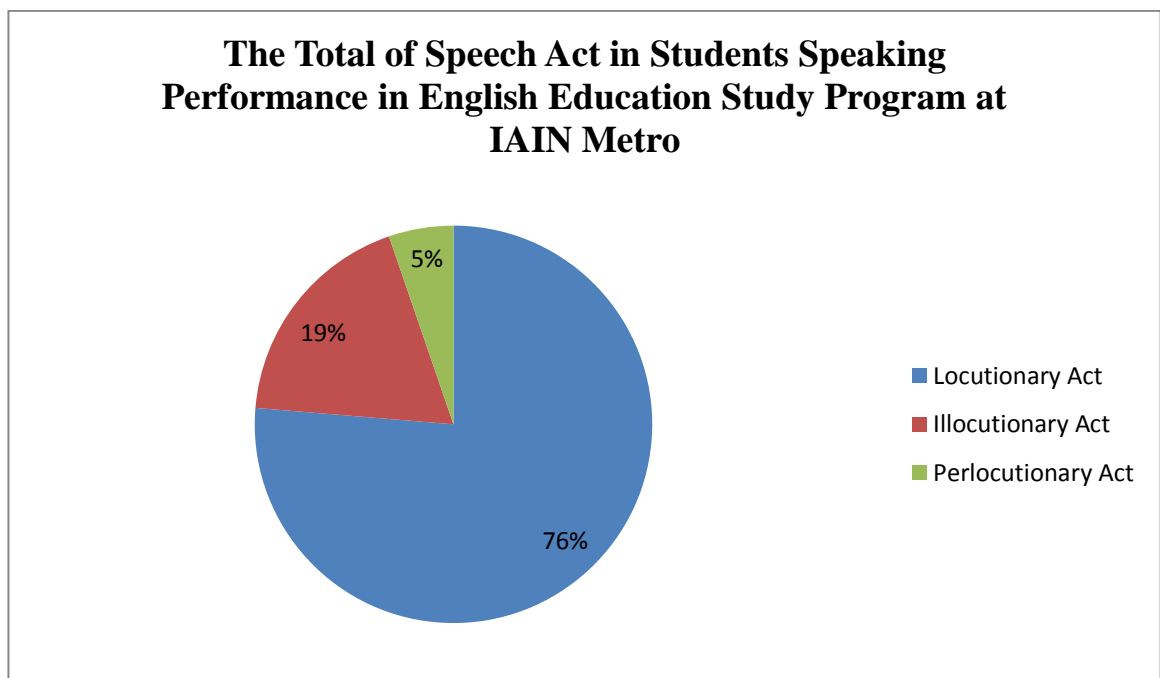
Source: Students Speaking Performance Result taken on December 9th, 2019

From the data above, there are 38 speech act behavior in students and kinds of speech act found, they are locutionary act, illocutionary act and perlocutionary act. There are 29 utterances which is locutionary act used by students, then there are 7 utterances found and it's illocutionary act used by students, meanwhile there are 2 utterances of perlocutionary act used by students.

C. Discussion

The research was conducted in third semester Education Study Program at IAIN Metro. The result of this research was definite and

limited only on these participants in that place and time. In other words, the result might be different when it was conducted in the different place, time, and who were participant even though it had the same problems. Based on the data that has been analyzed in third semester Education Study Program at IAIN Metro, the writer was analyzed on the problem of speech act behavior in speaking. Meanwhile, the result of the data analysis describes that the most dominant kind of of speech act behavior, 29 utterances found of the students is locutionary act. It is shown on this diagram below:



These diagram items are about locutionary, illocutionary, and perlocutionary act. In these items there are 29 utterances or 76,31% used locutionary act. Then, diagram about illocutionary act, there are 7 utterances or 18,42 % used illocutionary act. Last diagram is perlocutionary act, there are 2 utterances or 5,26 % used perlocutionary act.

From the data above, it can be said that the most dominant kind of speech act in third semester students education study program at IAIN Metro is locutionary act which is 29 utterances or 76,31%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer would like to conclude this research as follows:

1. The most dominant kind of speech act that found in third semester of students speaking performance in English Education Study Program at IAIN Metro is locutionary act that is 76 %.
2. Locutionary act is the most dominant kind of speech act in third semester of students speaking performance in English Education Study Program at IAIN Metro because locutionary act the most general kind of speech act that used in the conversation.
3. The way to solve the problem of speech act in speaking behavior is the students study more about speech act, increase their vocabulary, practice the conversation to improve their speaking skill, also they can learn through listening to music or watching movie.

B. Suggestion

After conducting and gaining the result of this research , the writer is going to constructively give suggestions as follow:

1. For the Students

The students are expected to learn and explore more about pragmatics especially on the study of speech acts. By understanding speech acts, the students will be more aware of how the language is actually being used. Thus, the students can avoid misunderstanding or misconceptions in interpreting the speakers' intended messages.

2. For the Lecturer

Language teaching especially on the language phenomena related to speech acts. It is advisable for English teachers to use English optimally and teach the students the importance of pragmatics so that the students are aware of how language should be used. The teachers should also consider giving students more opportunities to engage them in the classroom interaction.

3. For the Next Researchers

The objective of this research is identify the kinds of speech acts according to Austin performed by the teacher with focus on its locutionary act, illocutionary act and perlocutionary act and it's contribution to the English teaching and learning process. Therefore, it is expected that the limitation of this research will encourage other researchers who wish to carry out similar study to investigate more about other aspects of pragmatics.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARRIBYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringsuyu Kota Metro Lampung 34111
 Telp. (072) 41107 Fax. (072) 47291 Email: iaimetro@iaimetro.ac.id website: www.iaimetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARRIBYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : DILA AYU FEBRIANI
 NPM : 1501070165

Fakultas/Jurusan : TBI
 Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu 15/5-2019		✓	Make a shorter your background	
2	Rabu 3/7-2019		✓	Acc ch. I after you enrich your prior research.	
3	Senin 0/7-19		✓	Acc ch. I continue to ch. II.	
			✓	Revise space - Revise portrait	

Mengetahui:
 Ketua Jurusan TBI

Ahmad Subhan Raza, M.Pd
 NIP. 19750610 200801 1014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
 NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0721) 41307 Fax. (0721) 47204 Email: iaim@iainmetro.ac.id website: www.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : DILA AYU FEBRIANI
 NPM : 1501070165

Fakultas/Jurusan: TBI
 Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
4.	Rabu 17/7-19		✓	Acc ch. II continue to ch. III.	
			✓	Revise ch. III	
5.	Kamis 25/7-19		✓	Minimize the quotation on ch. III.	
6.	Kamis 8/8-19		✓	Acc ch. III continue to 1st Advisor	

Mengetahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1014

Dosen Pembimbing II

Trisna Dinillah Harva, M.P.d
 NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA 54
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47298; Website: www.tarbiyah.metroain.ac.id; e-mail: tarbiyah.ain@metroain.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dila Ayu Febriani
NPM : 1501070165

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 6/11-19		✓	Review LPD	
	Rabu 20/11-19		✓	Mention the topic	
	Rabu 4/12-19		✓	Acc LPD	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

55

Jalan Ki. Hajar Dewantara Kampus 15 A Jember Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroain.ac.id; e-mail: tarbiyah.ain@metroain.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dila Ayu Febriani
NPM : 1501070165

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 17/12-18		✓	Paralel ch-14	
	Selasa 31/12-19		✓	Atc ch-20	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Noza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0721) 41307 Fax. (0721) 47296 Email: iaim@iaimetro.ac.id website: www.iaimetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : DILA AYU FEBRIANI

Fakultas/Jurusan : TBI

NPM : 1501070165

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Tuesday, 10-09-2019	✓		1. Revise Cover 2. Revise Page number	
2.	Thursday, 12-09-2019	✓		1. Revise Chapter I, II, III	
3.	Friday, 13-09-2019	✓		1. Acc chapter I 2. Acc chapter II	
4.		✓			

Mengetahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0721) 41507 Fax. (0721) 47294 Email: tarbiyah@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : DILA AYU FEBRIANI
 NPM : 1501070165

Fakultas/Jurusan : TBI
 Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa, 31-12-19	✓		- Revise cover - Revise ch. I - Revise Ch. II - Revise ch. IV	
	Setasa, 07-01-20	✓		- Revise ch V - Revise Cover - Revise Acknowledment - Revise ch IX	
	Senin, 13-01-20	✓		<i>Ah Subhan</i> <i>Coa Mulya</i>	

Mengetahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014



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INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARRBIYAH DAN ILMU KEGURUAN

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41307 Fax. (0725) 47294 Email: info@iainmetro.ac.id website: www.iainmetro.ac.id
 FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARRBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : DILA AYU FEBRIANI

Fakultas/Jurusan : TBI

NPM : 1501070165

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 4/12/19	✓		Dr. Listriani	

Mengetahui
Ketua Jurusan TBI

 Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

 Ahmad Subhan Roza, M.Pd
 NIP. 197506102008011014



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Haji Dewantara Kampus 15 A Jembergriyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.metro.uiv.ac.id, e-mail: tarbiyah@iaimetro.ac.id

Nomor : B-0701/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : IZIN PRA-SURVEY

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: DILA AYU FEBRIANI
NPM	: 1501070165
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ANALYSIS OF SPEECH ACT ABILITY IN STUDENTS SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO IN THE ACADEMIC YEAR 2018/2019

untuk melakukan pra-survey di IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya pra-survey tersebut, atas fasilitas dan bantuan serta kerjasannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Maret 2019
Ket. Jurusan
Tarbiyah dan Ilmu Keguruan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



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60

Jalan Kl. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metroinivac.id; e-mail: adminmetro@metroinivac.id

Nomor : 1708/In.28/R.1/TL.00/06/2019
Lampiran : -
Perihal : Balasan Izin Pra Survey

10 Juni 2019

Kepada Yth.
Dila Ayu Febriani
di
Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 26 Maret 2019 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : Dila Ayu Febriani
NPM : 1501070165
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul proposal : An Analysis of Speech Act Ability in Students Speaking Performance English Education Study Program at IAIN Metro in the Academic Year 2018/2019

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor
Wakil Rektor Bidang Akademik dan
Kelembagaan



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG⁵¹
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. R. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metroain.ac.id e-mail: ain@metroain.ac.id

Nomor : B-3530 /In.2B.1/J/PP.00.9/10/2019
Lamp :
Hal : BIMBINGAN SKRIPSI

30 Oktober 2019

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	: Dita Ayu Febriani
NPM	: 1501070165
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: An Analysis Of Speech Act Behavior In Students Speaking Performance English Education Study Program At IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO⁶²
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47298, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4170/In.28/D.1/TL.01/12/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : DILA AYU FEBRIANI
NPM : 1501070165
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 Desember 2019

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA⁶³
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47290, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4171/ln.28/D.1/TL.00/12/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4170/ln.28/D.1/TL.01/12/2019,
tanggal 04 Desember 2019 atas nama saudara:

Nama : **DILA AYU FEBRIANI**
NPM : 1501070165
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF SPEECH ACT BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE ENGLISH EDUCATION STUDY PROGRAM AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Desember 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PICTURE DOCUMENTATION OF OBSERVATION



The pictures of students doing the conversation:





The pictures of writer doing the interview to the students:





APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 1

DATA 1

A : What do you think about speaking?

B1 : *Speaking is one of basic competency in learning english and has important rule in communication.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *I don't have a vocabulary because my vocabulary is poor and my pronunciation is low.*

A : How do you solve your difficulties in speaking?

B1 : *I solve my difficulties by learn, learn and learn.*

A : What is the most difficult part in speaking english?

B1 : *In my opinion, the most difficult part in english is pronunciation.*

A : What do you think about speech act?

B1 : *About the act to the interlucator.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes, because sometimes we can't understand what the interlucator talk about.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 2

DATA 1

A : What do you think about speaking?

B1 : *Speaking is the process of building and sharing the use verbal or non verbal, symbols, in a context.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *The problem is the mastering the vocabulary.*

A : How do you solve your difficulties in speaking?

B1 : *I often watching movies, listening to the music, and often reading english.*

A : What is the most difficult part in speaking english?

B1 : *Gramatically and vocabulary.*

A : What do you think about speech act?

B1 : *Speech act is relation between the speaker and listener.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes, because I'm not mastering vocabulary.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 3

DATA 1

A : What do you think about speaking?

B1 : *Speaking is building and sharing communication in verbal and nonverbal and to other person.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *I think I have little vocabulary so sometimes I can't understand the speaker said.*

A : How do you solve your difficulties in speaking?

B1 : *I solve my difficulties with watching videos and listening to the music.*

A : What is the most difficult part in speaking english?

B1 : *Grammar.*

A : What do you think about speech act?

B1 : *Speech act is relation between speaker and listener.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes , because I think i dont have enough vocabulary, and can't pronounce well.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 4

DATA 1

A : What do you think about speaking?

B1 : *Speaking is process to sharing the meaning to use variety of context.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *I don't have many vocabulary and sometimes I can't understand the speaker said because of my limited vocabulary.*

A : How do you solve your difficulties in speaking?

B1 : *Try to do conversation with my friend, everyone and anybody.*

A : What is the most difficult part in speaking english?

B1 : *First, I don't have many vocabularies, then I don't know how to use grammar in speaking and I still not yet speaking clearly.*

A : What do you think about speech act?

B1 : *Speech act is need to the speaker and listener have a connection.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes, very difficult.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 5

DATA 1

A : What do you think about speaking?

B1 : *Speaking is ability to speak fluently but not only but also the ability to process or transmitting idea or information orally.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *There are many reasons and many factors , the first is gramatically.I think that especially if I facing the native speaker I also little bit hard to respond the native speaker, especially for grammatically, is it my grammatically right or not, maybe my pronunciation, just like that.*

A : How do you solve your difficulties in speaking?

B1 : *Of course I should learn more, I should study more about english so I can keepable to facing this difficulties and practice it of course.*

A : What is the most difficult part in speaking english?

B1 : *I thought that the most difficulties in english is grammatically. I think that my grammatically is so bad.*

A : What do you think about speech act?

B1 : *In my opinion, speech act is like such an expression or exclamation the interlucator.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Maybe its little bit difficult, because not each person can understand about the speaking.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 6

DATA 1

A : What do you think about speaking?

B1 : *Speaking is activity to give information or something to someone that i want to tell.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *I think different pronunciation can makes me difficult to understand.*

A : How do you solve your difficulties in speaking?

B1 : *Increase my vocabulary, make excercise to speak and know about english.*

A : What is the most difficult part in speaking english?

B1 : *Difficulf part in speaking english is in vocabulary.*

A : What do you think about speech act?

B1 : *I think speech act when i ask the speaker then the speaker that i ever met they are giving respond me back.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *I think it's difficulf because we must giving the answer to help what they ask to me.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 7

DATA 1

A : What do you think about speaking?

B1 : *I think speaking is making vocal sounds we can said that speaking means to conference or expressing one thought and feeling in speaking english to speak often and conveying information.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *Maybe, my limited vocabulary.*

A : How do you solve your difficulties in speaking?

B1 : *Maybe, i have to practice speaking and practice my mental.*

A : What is the most difficult part in speaking english?

B1 : *Grammar makes me difficult in speaking english.*

A : What do you think about speech act?

B1 : *Speech act is relation between speaker and listener.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Maybe that's not difficult if we speak and pronounce fluently.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 8

DATA 1

A : What do you think about speaking?

B1 : *In my opinion, speaking is the building and sharing the meaning to other people.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *Maybe, I don't have many vocabularies and I don't know what the speaker said.*

A : How do you solve your difficulties in speaking?

B1 : *I have to more practice speaking english and I must learn about vocabulary and grammar.*

A : What is the most difficult part in speaking english?

B1 : *About Pronunciation.*

A : What do you think about speech act?

B1 : *I don't know.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes, difficult because I don't know.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 9

DATA 1

A : What do you think about speaking?

B1 : *Speaking is about when we speak with other people by oral.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *When we can't get the point the speaker.*

A : How do you solve your difficulties in speaking?

B1 : *Practice everyday and increase my vocabulary.*

A : What is the most difficult part in speaking english?

B1 : *Speaking fluently, asking and giving question to someone.*

A : What do you think about speech act?

B1 : *Speech act is about when we speak with someone and give question about his name, his adress, his age.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *In my opinion, speech act is not difficult because I think speech act is so easy and just answer the question.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 10

DATA 1

A : What do you think about speaking?

B1 : *I think speaking is how to produce sound which has meaning to build conversation with other people and sharing information.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *I think maybe the accent or how they pronounce and I can not clearly so I can not think what should I answer.*

A : How do you solve your difficulties in speaking?

B1 : *I try to more practice such as listening to music, podcast or conversation from the audio from the movie, song etc.*

A : What is the most difficult part in speaking english?

B1 : *I think in pronunciation because there are so many vocabularies that the pronunciation is difficult and how to pronounce it well and i still difficult for that.*

A : What do you think about speech act?

B1 : *I don't know yet about speech act.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *I think yes difficult because I've never hear this before and i still need to looking for about this so i can't giving the reason clearly.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 11

DATA 1

A : What do you think about speaking?

B1 : *Speaking is speak with other people.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *I think because I have limited vocabularies.*

A : How do you solve your difficulties in speaking?

B1 : *I think more practice speaking english.*

A : What is the most difficult part in speaking english?

B1 : *I think pronunciation and vocabulary.*

A : What do you think about speech act?

B1 : *Speech act is relation between speaker and listener.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes difficult because I think everything about english is difficult.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 12

DATA 1

A : What do you think about speaking?

B1 : *Speaking is the activity and to get information use verbal or non verbal communication.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *Maybe, I can't understand the speaker.*

A : How do you solve your difficulties in speaking?

B1 : *Maybe I must to study english hard like grammar, pronunciation and vocabulary.*

A : What is the most difficult part in speaking english?

B1 : *Of course grammar.*

A : What do you think about speech act?

B1 : *Speech act is like respond to each other in speaking.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes, because speech is like have relation to speaking so the respond is difficult.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 13

DATA 1

A : What do you think about speaking?

B1 : *Speaking is process of building and sharing took us of verbal and non-verbal.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *Maybe i am not understand about the pronounce.*

A : How do you solve the problem in speaking?

B1 : *I should read some dictionary to know about grammar and pronunciation.*

A : What is the most difficult part in speaking english?

B1 : *Pronunciation.*

A : What do you think about speech act?

B1 : *Speech act is relation between speaker and listener.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Maybe yes, because like if i say something to someone or listener, the listener should know about what i mean.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 14

DATA 1

A : What do you think about speaking?

B1 : *Speaking is process of building and sharing took us of verbal and non-verbal.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *Maybe i am not understand about the pronounce.*

A : How do you solve the problem in speaking?

B1 : *I should read some dictionary to know about grammar and pronunciation.*

A : What is the most difficult part in speaking english?

B1 : *Pronunciation.*

A : What do you think about speech act?

B1 : *Speech act is relation between speaker and listener.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Maybe yes, because like if i say something to someone or listener, the listener should know about what i mean.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 15

DATA 1

A : What do you think about speaking?

B1 : *Speaking is process of sharing and building meaning true the use verbal and non verbal symbol in variety of context.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *Sometimes I can not understand what the speaker says.*

A : How do you solve the problem in speaking?

B1 : *In my opinion, i should improve my speaking, learn more vocabulary, grammar, and anything else.*

A : What is the most difficult part in speaking english?

B1 : *My difficult s grammar because i can not make a sentence perfectly.*

A : What do you think about speech act?

B1 : *In my opinion, speech act is relation between listener and speaker.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Of course its difficult, because i can not really understand.*

APPENDIX 1

TRANSCRIPT OF INTERVIEW

Explanation of code:

A : Interviewer

B1 : Student 16

DATA 1

A : What do you think about speaking?

B1 : *Speaking is process of building the meaning of the context.*

A : What makes you difficult to respond other speaker in speaking?

B1 : *Maybe, too many vocabularies so that i dont understand.*

A : How do you solve the problem in speaking?

B1 : *I think more learn about knowledge, practice everyday.*

A : What is the most difficult part in speaking english?

B1 : *I think speaking in front of the class.*

A : What do you think about speech act?

B1 : *Relation between speaker and listener.*

A : In your opinion, is speech act difficult in speaking, why?

B1 : *Yes maybe the less vocabulary is the important.*



CURRICULUM VITAE

The author's full name is Dila Ayu Febriani, born in Metro on Februari 1st, 1998. The author is the last child of Mr. Sukarman and Mrs. Istiqomah. For writers, entering a state university is the most beautiful gift that Allah SWT gives, so the writer tries to live it all with sincerity and happiness. The

hope of the writer is that the current study can run smoothly and finish immediately and all the knowledge that the writer gets is a blessing for the community.