

ABSTRACT

Fitriani, Wigit. 2010. *Speech Acts Used by the Fifth Semester Students in Maintaining Classroom Communication in Microteaching* A final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I Sri Wuli Fitriati, S.Pd, M.Pd. and Advisor II Dr. Djoko Sutopo, M.Si.

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The topic of this study is Speech Acts Used by the Fifth Semester Students in Maintaining Classroom Communication in Microteaching. The objectives of this study are to find out the types of speech acts used by the fifth semester students in maintaining classroom communication in microteaching and to find out the frequency of the speech acts used by the fifth semester students in maintaining classroom communication in microteaching.

This is a descriptive-qualitative study. The theory from Harnish and Bach (1979) which classifies illocutionary act into four major classifications: constatives, directives, commissives, and acknowledgments is chosen as the theoretical framework of the study. The object of the study is the utterances of the fifth semester students of the English Education Program of the English Department of Semarang State University in maintaining classroom communication when they did microteaching in TEFL I course in the academic year 2009/2010.

Based on the analysis there are 505 appearances of speech acts used by the fifth semester students in maintaining classroom communication in microteaching. Directives speech act is mostly appears in the all microteaching. There are 356 directives speech act used. The second mostly appears is constatives speech act. It appears 87 times in the microteaching. Next is the 46 appearances of acknowledgments speech act in the microteaching. The last is commissives speech act. Among ten student-teachers, three student-teachers do not use this type of speech acts. Thus, it does not appear in microteaching 2, 5, and 7. Totally there are 16 appearances of commissives speech act.

Therefore, by the understanding about speech acts will make the student-teachers or English teachers comprehend well in delivering their intention in maintaining classroom communication. Thus, the objectives of the lesson can be achieved well.