TEACHERS’ PERCEPTION OF SPEECH ACTS IN SENIOR HIGH SCHOOL

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ABSTRACT: The aim of Learning English is to enable students to speak the target language in the form of oral and written text. To make the students speak and write accurately, fluently, and in acceptable manner, the teacher should pay attention to all of the learning materials that have to be delivered to their students. Teachers are professional educators. As the professional educators, teachers should have criteria for professional teachers. One of the criteria is comprehending the teaching materials. Teachers should have knowledge about all of the teaching materials that are stated in Standar Isi. In the senior high school level, the English teaching materials are about text types that are categorized into three; they are genre, short functional text, and speech acts. This is a descriptive qualitative research and this research is aiming to describe the knowledge of senior high school teachers about speech acts. The researcher used the interview guideline as the instrument of this research. The data are obtained from the recorded voice of the teacher’s answer. After being analyzed, the researcher found that the experienced teacher could not answer the research questions more than the new employed teacher, while the new employed teacher was able to answer the research questions more than the experienced teacher.

Key words: speech acts, teacher’s perception, teaching English

INTRODUCTION

To express their feelings and thoughts with others, people use sounds and words, which can be called as a language. Language is a social phenomenon (Boey, 1975: 3), it means that language is the most powerful medium of communication. It is very useful to interact with others and to build a relationship with environment.

The effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 2002: 204). People use language in many situations, especially in social meeting. In this situation, people use language to introduce someone to other friends, to chat with friends, to make some jokes, to criticize friends, to praise others, to persuade friends, to say good bye, and so on. It means that people make some actions with words. Actions that performed via utterances are generally called speech acts (Cutting, 2002: 16).

The goal of studying English as a foreign language is to enable students to communicate in the target language both orally and written. Understanding speech acts is very important to make students able to communicate in the target language, especially in the form of oral text. In uttering what they want to say, people not only deliver the meaning of the utterances, but also perform some act behind them. Therefore, it is necessary for the language learners to understand
speech acts as the theory that demonstrates the importance of utterance to do something.

Derived from *Standar Isi* (BSNP, 2010), the English teaching materials for senior high school students is about text types that are categorized into three; genre, speech acts (transactional and interpersonal conversations), and short functional text. There are thirteen kinds of genre that have to be known by the senior high school students; they are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. There are also some short functional texts that have to be understood by the students; such as label, notices, letters, invitation, advertisements, etc.

The communicative purpose in the teaching and learning English concerns in all text forms. It means that the communicative purpose is applied in monologue and essay of certain genre, short functional texts in the form of spoken and written texts, and the transactional and interpersonal conversations as the elements of speech acts. Senior high school graduates are expected to achieve the informational level where they can carry out more extended and interpersonal conversations, and deal with texts to access knowledge at university level and self study (*Standar Isi*, 2006). Therefore, the senior high school students have to be introduced not only about genre, but also the way to use the target language communicatively both in written and spoken form by using speech acts to access knowledge at university level.

Teachers are a key factor in the successful implementation of curriculum change (Richards, 2001: 99). Professional teachers know how to balance for the poor quality resources and materials they have to work from. On the other hand, the poor trained teachers may not be able to make effective use of teaching materials. The professional language teachers should comprehend the education base, comprehend the teaching materials, compose teaching program, implement teaching program, and evaluate the result and process of teaching and learning process (Susarno, 2007: 161). One of the professional teacher’s criteria is comprehending the teaching materials, it means that the professional teachers should not only deliver all of the materials that are stated in the *Standar Isi* both the Standard Competence and also the Basic Competence but also master and comprehend about the materials that they have deliver to their students. When the English teachers do not understand about what they teach to their students, the effective teaching learning process will not be achieved. Students will feel that they are ‘in good hands’, if teachers have comprehensible knowledge and familiarity with materials they teach (Harmer, 2007:113).

To make the senior high school students to speak and write accurately, fluently, and in acceptable manners, the teachers must pay attention to all of the materials (not only materials for the writing skill, but also for the speaking skill) that have to be delivered for the students that are appropriate to the *Standar Isi 2006*. It can be concluded that the speech acts
should be given the same attention with the other materials, because in speech acts, the students will be introduced some expressions of daily conversation in formal and informal contexts. As stated in the *Standar Isi 2006*, that the senior high school students are expected to reach the informational level, where the students can use English to access accumulated knowledge (*ilmu pengetahuan*) and use English in informal and formal contexts.

Speech acts are very useful to produce the effective communication, since in learning speech acts the students will also be given about many expressions in daily conversation and the culture of people in the target language. Larsen and Freeman (2000:45) states that “language cannot be separated from culture”. The language learners may have some difficulties when they involve in conversations with the native speakers. It occurs because they are lack in mastering the conversational norms that included in the production of speech acts. Such conversational difficulties may cause the failure of effective communication since when make a conversation, the nonnative speakers often convey the conversational rules of their first language into the target language (Kasper, 1990: 193). The communication problems result when the communicators do not share the same knowledge about the rules in producing speech acts and also the culture of the target language people (native speakers).

Because of the importance of the speech acts in language learning, the teachers of senior high school should master and comprehend the speech acts correctly. Referring to the background of the study above, the problems are questioned to figure out the perception of the senior high school teachers about speech acts: 1) How is the teachers’ ability to explain the definition of speech acts? And 2) How is the teachers’ ability to mention kinds of speech acts?

**Review of Literature**

**The Definition of Speech Acts**

The theory of speech acts includes the use of language and the language functions which focus on the use of authentic language in social context. Thus, from a broad meaning, speech acts can be defined as the actions that people do through speaking or the actions that people do while speaking. Speech acts also deal with the language production that focused on when and where it is used. It means that speech acts theory includes the connections between the language production contextually and the reception of interlocutor in the communities (Petrey, 1990: 3).

Speech acts are minimal functional unit in human communication. It can also be called as the basic unit of human communication. According to Yule (1996: 47), speech acts are actions that performed via utterances. It means that speech acts are the use of language to perform some acts. Austin (1962) and other philosophers presented the basic theory of linguistic communication based on the supposition that the minimal units of human communication are not linguistic expressions, but somewhat the
performance of certain kinds of acts, such as making statements, asking questions, giving directions, apologizing, thanking, and so on (Blum et. al., 1989: 2).

Austin in Petrey (1990: 4) states that people use words not only to tell something but also to do something. Austin also differed between sayings and doing by giving two terms, they are “performative” and “constative”. Performative is the term for language that useful for doing something, whereas constative is the term for language that useful for saying something. When people use words to tell about what they did and what they feel even though they are true or false, it is called constative. On the other hand, if people use words to do things and perform an action, if they do not say the words, the action won’t be made, it is called performative.

To name that utterances are constative or performative, people can look at the relationship between the word/language and the thing/referent of the utterances. For example: “the book is on the box”, this example is called constative utterance. If people want to know whether the book is on the box, they have to take a look at the book, the box and the physical relationship between them. The relationship between the words and referents is separated. Therefore, people can change the words into: “the box is on the book” without changing the referents named. In constative utterances, the words and referents are distinct and distinctive (Petrey, 1990: 11). While in the performative utterances, the referent is inside the words and the standard procedure they enact. For example: the utterance “I bet ten dollars” is not to describe but to make a bet. People cannot separate a bet from what’s said about it, because they are the same.

**Speech Acts for Senior High School Students**

English teachers in senior high school level have to understand about all of the materials that they teach to their students. Likewise when they teach speech acts to their students, their knowledge about speech acts and conversations of speech acts are very important to make an effective teaching learning process.

Senior high school graduates are expected to achieve the informational level where they can carry out more extended and interpersonal conversations, and deal with texts to access knowledge at university level and self study (Standar Isi, 2006). Therefore, the senior high school students have to be introduced not only about the text types, but also the way to use the target language communicatively both in written and spoken form by using speech acts to access knowledge at university level.

The students in junior high school level have to be given speech acts that focus on the transactional conversation to communicate orally to solve problems in daily activities. In other words, the students in junior high school level are expected to use English to get things done and to use English for survival purposes, such as buying and selling, asking and giving permission, making and canceling appointments, etc. Whereas the speech acts in the senior high school level are focused on the interpersonal and more comprehensive conversation.
There are many kinds of speech acts that have to be understood by the students in senior high school level. In each of the speech acts there are also some expressions or utterances that have to be known by the students. For that reason, English teachers of senior high school level have to master and understand everything about speech acts that they deliver to their students. There are about fifty-two speech acts in senior high school level that are mentioned in the Standard Competence (Standar Kompetensi) and Basic Competence (Kompetensi Dasar) of Standar Isi

METHOD

This study was conducted to find out the statement of the problem. The problem is about the knowledge of senior high school teachers about speech acts. The researcher used descriptive qualitative research in conducting this study in which the result is described qualitatively without statistical calculation. Descriptive study is a kind of study that describes and interprets a particular situation, for example condition or relationship, a particular event, beliefs, thoughts, process, attitudes, the influence of a particular event, etc. (Susanto, 2000: 36). Descriptive study also describes what is happening nowadays, and how is the existence as the result of the previous events.

According to Bogdan and Sari (1992: 29), there are five features of qualitative research, it is called as characteristics of qualitative research, they are:
1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument
2. Qualitative research is descriptive
3. Qualitative researchers are concerned with process rather than simply with outcomes or products
4. Qualitative researchers tend to analyze their data inductively
5. “Meaning” is of essential concern to the qualitative approach

Setting

The researcher conducted this study to describe the knowledge of the English teachers of senior high school. Therefore, the researcher chose schools and house of the subjects or any locations that have something to do with this study and the subjects.

Subject

The researcher chose two teachers from the different schools, while the first teacher is an “old school” teacher who has much experience in teaching English (Experienced teacher/Teacher 1), and another one is a fresh graduated teacher who still doesn’t have much experience in teaching English what so called Inexperienced teacher (Teacher 2) but in this study, the researcher named it the New Employed teacher. The researcher chose these two subjects because the researcher wanted to know how far the understanding of both teachers about speech acts according to their experiences in teaching English.

Teacher 1 is an experienced teacher who has taught English for 24 years and now the teacher teaches English in SMA 1 Waru. While teacher 2 is an inexperienced teacher who was graduated a year ago and
now the teacher teaches English in MAN 1 Probolinggo. For more information about the teachers profile, see Appendix 4.

**Data and Source of the Data**

The researcher described the data in the form of words, phrases, and sentences, rather than numbers because the researcher conducted the descriptive qualitative study. The written results of the research contain quotations from the data to illustrate and authenticate the presentation. Those data are needed to ease the researcher to describe the result of the study. The source of the data is the senior high school teachers.

**Research Instrument**

In the descriptive qualitative study, the researcher is the key instrument in collecting data. The researcher analyzed, examined, and investigated the data that are collected. According to Arikunto (2006:149), there are some instruments that could be applied in the research, those are: problem sheet, questionnaire, interview guideline, and check list. In this study, the researcher used interview guideline as the instrument because interview is the technique to collect the data (See appendix 2).

**Data Collection technique**

In this study, the researcher used interview to collect the data from the subjects. The researcher used a recording device to avoid misunderstanding in analyzing the data. The recording device has many strengths than note-taking; they are: the tape recording preserve actual language, naturalistic, it is an objective record, interviewer’s contribution recorded, and the data can be reanalysed after the event.

The researcher chose the semi-structured interview, because of its flexibility and it also has many advantages, they are: the semi-structured interview gives the interviewee a degree of power and control over the course of the interview, it also gives the interviewer a great deal of flexibility, and this type of interview gives one advantage access to other people’s lives (Nunan, 2007: 150).

The researcher conducted the interview in the subject’s house when they have spare time after they do their job as teachers. So that the interview was conducted in only one day for each subject because the subjects had much time to be interviewed. The first day, the researcher interviewed the experienced teacher, then the second day, the researcher interviewed the new employed teacher who haven’t had much experience in teaching English.

**Data Analysis**

All the data were collected from interviewing the subjects. The data was analyzed after all of the data are collected. The researcher analyzed the data in some steps, they are: First, after the data were collected in tape recorder, the researcher focused on the record and noticed interesting things in the record by listening the recorded voice many times. Secondly, the researcher made notes of all the data by transcribing the answers from the tape recorder. Thirdly, the researcher coded the data by underlining the appropriate data. If the researcher
found the inappropriate data that do not have something to do with the research questions, then it should be eliminated. Fourthly, the researcher collected the appropriate data and classified them based on the research questions. After the data were classified, the researcher examined each of the data and compared them to find the differences and similarities between each subjects. After the data were perfect, and all the data were analyzed, the researcher described the data and made a conclusion.

**FINDING**

*The Teachers’ Ability to Explain the Definition of Speech Acts*

a. The Experienced Teacher (Teacher 1)

The first interview was done on Thursday, 12th May, 2011 at 06.00-07.00 pm. The subject is a senior high school teacher who has much experience in teaching English (Experienced Teacher). The interview was done in the teacher’s house.

Before the interview began, the researcher explained the nature of the research and the purpose of the interview to the interviewee and answers any questions that the interviewee had. The researcher also explained about how the data are to be used. After the teacher understood and the interview session was permitted, the researcher started the interview.

At the beginning of the interview, the researcher asked about how long the teacher’s experience in teaching English and her opinions about teaching and learning English in senior high school level. Then the researcher went on to ask about text types, as exemplified in [1], [2] and [3] below:

<table>
<thead>
<tr>
<th>R</th>
<th>Di standar isi kan disebutkan dengan jelas ada 3 text type ya? (As stated clearly in Standar Isi there are three kinds of text types, right?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Ya ndak toh, 3 kali enam.enam.enam.kali... (No, I think they are six..six..times..)</td>
</tr>
<tr>
<td>[1]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
<th>Kan ada genre; kemudian iklan, brosur, itu disebut apa? (They are genre and what you said advertisement, brochure, what is it called?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Oh ya..iya..iya..iya.. masuk. ini lagi lemot..invitation, announcement, ya.. itu.. hehehe.. sebentar..ya terbagi oleh dua itu. (Oh, ya... I remember that, invitation, announcement, yes... wait... I think it’s divided into two..)</td>
</tr>
<tr>
<td>[2]</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
<th>Ada satu lagi ibu, speech acts.. Jadi ada genre, speech acts, sama yang brosur, iklan, announcement itu.. Disebut apa? (There’s also speech acts ma’am. So, they are genre, speech acts, and brochure, announcements, advertisement... what do you call?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>He’em..brosur.. .leaflet... (Yeah, brochure, leaflet..)</td>
</tr>
<tr>
<td>[3]</td>
<td></td>
</tr>
</tbody>
</table>

As illustrated in [1], first time when the researcher asked about how many kinds of text types, the researcher asked by giving yes/no question “As stated in Standar Isi there are three kinds of text types, right?”. The teacher then disagree with the researcher’s question and answered that there are more than three kinds of
text types “No, I think they are six...six...times...”.

After thinking for some minutes, the researcher then gave a clue to the teacher “They are genre, and what you said advertisement, brochure, what is it called?”. Then the teacher remembered something, but the teacher did not mention that the text type of advertisement and brochure is short functional text, rather continuing the examples of it. After the researcher gave a clue, as illustrated in [2], the teacher said that kinds of text types are only two as what mentioned by the researcher. Once again the teacher was silent for some minutes. Then the researcher said that there is also speech acts as one of text types, but the teacher still did not know what is the text type of advertisement, brochure, letter, etc.

The researcher then continued the interview by asking about the examples of the three text types. As exemplified in [4] and [5] below:

1 Contoh dari genre itu apa saja?
   (Could you mention some examples of genre?)
   Recount, spoof, news item, hortatory, itu kan ada semesternya sendiri-sendiri...kalau sekarang di kelas 10 ada narrative, news item sama descriptive.

4] 1 : Recount, spoof, news item, hortatory, itu kan ada semesternya sendiri-sendiri...kalau sekarang di kelas 10 ada narrative, news item sama descriptive.
   Kalau contoh dari speech acts apa saja di SMA?
   (How about the examples of speech acts in senior high school level?)

   5] 1 : Expressing surprised ada...itu setiap level nya kan beda mbak ya...liat di kurikulum aja...hehe.
   (Expressing surprised, they are different on each level...ya...you can see it in the curriculum)

As illustrated in [4] above, when the researcher asked about the examples of text types, start from genre, the teacher answered the question clearly. But when the researcher asked about the examples of speech acts, as can be observed in [5] the teacher only gave one example ‘expressing surprised’, then the teacher asked the researcher to check it in the curriculum. It means that the teacher does not know much about examples of speech acts.

After that, the researcher went on to asked the teacher’s opinion about some speech acts that are always repeated from elementary school until senior high school level; they are greeting and introducing. Then the researcher continued to asked about the definition of speech acts. As exemplified in [6] and [7] below:

   Mengapa untuk greeting, greeting and introducing itu sering diulangi dari SD, SMP, SMA?
   (Why are speech acts greeting and introducing repeated from elementary, junior high until senior high school level?)

   (But in fact, there are still many students who don’t have self confidence.
   The only problem is they think that it is not important.
   Masalahnya But when they
mereka menganggap terlalu remeh, ‘ah...itu gampang’
tapi giliran di hadapan teman-teman mereka grogi.
Pengertian dari tindak tutur itu sendiri apa?
Mesti nyari...

When the researcher began to ask about the definition of speech acts, it is observed that the teacher in [7], could not explain the definition of speech acts even one word. Then the teacher said that she has to open her book to find the answer. If the teacher opened her book, the answer of the question would not real and did not according to the teacher’s own way of thinking.

b. The New Employed Teacher (Teacher 2)

Then the second interview was done on Saturday, 14th May, 2011 at 05.30-06.30 pm. The second subject is a senior high school teacher, a fresh graduated teacher who still doesn’t have much experience in teaching English (new employed teacher). The interview was done in the place when she had a training and education in Surabaya.

The new employed teacher had just finished the training and education when the researcher came to the lobby of the building to meet the teacher.

After the teacher was ready to be interviewed, then the researcher started to ask about text types. As exemplified in [19] and [20] below:

Di dalam: (As stated clearly in)
Standar Isi ada 3 macam text type, bisa Anda sebutkan?
macam-macam text type itu?
Mesti dari tindak tutur itu sendiri apa?
(Well, I have to find it in my book)

Standar Isi apa ini?
SMP? SMA?
SMA itu ada narrative, SMA itu ada descriptive, SMA itu ada report, text type nya. Tiga saja?
(Senior high school)
(Senior or Junior high school?)

(Senior high school level there are)

narrative, descriptive, report, text type nya. Tiga saja?

(Three text types... what you have mentioned are text types or genre?)

Genre....sek arang text type ya?
Kalau genre lebih general.

(Genre? Now is text types, right?)

Genre is more general than text types.)
As illustrated in [19] above, the new employed teacher could not mention three text types. The teacher mentioned narrative, descriptive, and report, they are text genre, not text types. Then in [20], the teacher said that genre is more general than text types, that actually, text types is more general than genre.

Then the researcher tried to ask about the short functional text and speech acts. As exemplified in [21] and [22] below:

2 : Di...apa ini. (You mean)
1 Iya. (Yes)
2 : Di SKKD nya tergolong apa gitu ya?
1 Iklan, brosur, kemudian invitation, trus letter, itu termasuk apa itu mbak?
1 Di...apa ini.
2 : Monolog...text monolog... (Monolog...monolog...g text)
1 Kemudian (And then how)
2 : speech acts itu termasuk text type juga kan? Tindak tutur?
1 Tindak tutur?
2 : Oh my gosh...I thought that speech acts is prelinguistic...

As illustrated in [21] above, the teacher called advertisement, brochure, invitation, and letter are called monolog text not short functional text. And in [22] after the researcher said that speech acts is tindak tutur, the teacher just realized and understood what the researcher meant. Before the researcher told the meaning to the teacher, the teacher thought that speech acts is prelinguistic.

After the teacher understood about what the researcher meant by speech acts, the researcher then asked about the examples of each text types. As exemplified in [23] and [24] below:

1 Iklan, brosur, (Advertisement, brochure, invitation, and letter, are categorized in what text types?)
Kalau genre itu ada 12...ada category, kemudian ada recount, kemudian ada report, ada news item, kemudian ada yang namanya descriptive, ada yang namanya report, ada namanya news item, ada namanya procedure, kemudian ada yang namanya analytical, ada yang namanya exposition, review, spoof, anecdote, ...
1 Iya.
2 : (There are 12 genres, they are narrative, recount, descriptive, report, news item, procedure, analytical, hortatory exposition, review, spoof, anecdote, ...)
1 (Yes)
2 : Monolog...text monolog... (Monolog...monolog...g text)
1 (And then how)
2 : speech acts itu termasuk text type juga kan? Tindak tutur?
1 (Yes)
2 : Oh my gosh...I thought that speech acts is prelinguistic...)

Bisakah Anda menyebutkan contoh dari masing-masing text type? (Could you mention the examples of each text types?)
Kalau genre itu ada 12...ada
2 : narrative, recount, report, news item, procedure, analytical, hortatory exposition, review, spoof, anecdote, ...
2 : (There’s another one, i forgot the one that same with review...)
1 have mentioned ten, what’s another one, i forgot the one that same with review...)
2 : Macam-macam contoh speech acts itu apa aja? Tindak tutur (How about the examples of speech acts?)
2 : yang (Transactional or...
When the researcher asked about the examples of genres, as illustrated in [23] the teacher could answer almost perfectly. The teacher mentioned 10 of 13 genres in senior high school level. And then when the researcher asked about the examples of speech acts, as illustrated in [24] the teacher could answer also correctly both the transactional and interpersonal. The teacher said that the example for interpersonal conversation is introducing, while transactional conversation is giving and rejecting opinion.

The researcher then continued to ask about the definition of speech acts. As exemplified in [25] below:

As illustrated in [25] above, the teacher could answer the definition of speech acts. It is true that speech acts have something to do with the language function or how to use the language contextually. As stated in chapter II, The theory of speech acts includes the use of language and the language functions which focuses on the use of authentic language in social context. It means that the new employed teacher could explain the definition of speech acts rightly and appropriately.
The Teachers’ Ability to Mention Kinds of Speech Acts

a. Teacher 1

The next question to be asked was about kinds of speech acts. But before the researcher began to ask about kinds of speech acts, the researcher asked the teacher’s opinion about in what skills the speech acts are taught. Then the researcher continued to ask about kinds of speech acts. As exemplified in [8] and below:

Skill itu kan ada 4, listening, speaking, reading dan writing, kemudian speech acts itu diajarkan untuk skill apa? Kalau menurut saya, everytime speech acts itu bisa masuk semua skill. Bisakah Anda menyebutkan jenis percakapan dalam speech acts? Transactional dan interpersonal

(We know that there are 4 skills; listening, speaking, reading and writing. Then in what skills the speech acts are taught?) (I think, everytime speech acts can be used in all skills.) (Could you explain two kinds of conversations in speech acts?) (Transactional and interpersonal)

As illustrated in [8] above, when the researcher asked about kinds of conversations in speech acts, the teacher could answer the question correctly. It means that the teacher was able to mention kinds of speech acts.

Teacher 2

This section describes the results of the teacher’s knowledge about kinds of speech acts. The purpose of this section is to describe how the new employed teacher mentioned kinds of speech acts.

In the previous section about the definition of speech acts, the new employed teacher had already mentioned kinds of speech acts before the researcher asked about it. As exemplified in [26] below:

Macam-macam contoh speech acts itu apa aja? Tindak tutur yang Transactional atau interpersonal?

(How about the examples of speech acts?) (Transactional or interpersonal?)

As illustrated in [26] above, the teacher could mention kinds of speech acts correctly when the researcher asked about examples of speech acts. It means that the teacher knew that in speech acts there are transactional and interpersonal conversations as kinds of speech acts.

CONCLUSION

From the analysis, it can be concluded that the knowledge of the experienced teacher is less than the new employed teacher. The experienced teacher often gave inappropriate answers in the interview, while the new employed teacher could answer appropriately in most of the researcher’s questions. In other words, the new employed teacher is more knowledgable than the experienced teacher. Both the experienced teacher and new employed teacher were not able to mention kinds of text types.
They thought that text types are genres, so they answered kinds of text types by kinds of genres. While actually kinds of text types are three; genres, short functional text and speech acts. It means that the teachers do not know actually what text types are.

The experienced teacher was not able to explain the definition of speech acts. The teacher said that she had to find it in her book. While the new employed teacher was able to explain the definition of speech acts. The teacher said that speech acts has something to do with language function and how to use the language contextually.

The experienced teacher and the new employed teacher were able to mention kinds of text types correctly. They were able to mention them after the researcher gave some explanation that speech acts is as one of text types and it is the English name of ‘tindak tutur’. Some factors can be the reason why the experienced teacher is less knowledgable than the new employed teacher. The new employed teacher is still fresh in education and teaching materials because she is a fresh graduated teacher. While the experienced teacher does not try to be up to date with teaching materials, so she forgot some teaching materials that rarely deliver to the students.

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