



ELTE *Journal*



(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 1, February 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from both junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this February 2020 edition, the editors received 11 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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SPEECH ACTS IN THE NOVEL "SPEAK" BY LAURIE HALSE ANDERSON

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Abstract

The research objectives are to find out:(1) what speech acts are found in the novel "*Speak*" by Laurie Halse Anderson, (2) the forms used to express speech acts meaning in this novel, (3) what the kinds of speech acts appear dominantly in this novel, (4) the ways of the novelist moral values are expressed in speech acts of this novel, and (5) the theoretical implication for English Language Teaching. Qualitative methods and content analysis were used in this research. Documentation, book reviewer, and interview were used as data collection. Triangulation was used to get validity. Research results are (1) all speech acts types appeared,(2) There were 4 directives forms, 4 commissive forms, 6 representative forms, 3 declarative forms, 12 expressive forms,(3) Expressive was dominant,(4) The novelist expressed moral values through expressive dominantly. (5) The novel "Speak" can be implemented in the literature that has functions in the teaching and learning process.

Keywords: Speech acts, Novel, Moral values, Teaching Implication