

**STRATEGY OF TEACHER DIRECTIVE SPEECH ACT IN
ENGLISH LEARNING INTERACTION AT MTS
PULOKEMIRI**

THESIS

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PERNYATAAN KEASLIAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Strategy of Teacher Directive Speech Act in English Learning Interaction at MTS Pulokemiri” adalah karya saya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara-cara yang sesuai dengan etika keilmuan. Atas pernyataan ini, saya bersedia menerima sanksi sesuai dengan peraturan perundang-undangan yang berlaku apabila suatu hari nanti ada pihak lain yang keberatan terhadap keaslian skripsi saya ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penciplakan atau pengutipan yang melanggar etika keilmuan.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis, strategi dan faktor yang mempengaruhi tindak tutur directive yang digunakan oleh guru dalam proses belajar mengajar bahasa Inggris di dalam kelas. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi untuk mengetahui dan menggambarkan jenis, strategi, serta faktor penggunaan tindak tutur directive yang digunakan guru selama proses belajar mengajar bahasa Inggris di kelas VIII. Subjek penelitian ini adalah seorang guru bahasa Inggris yang mengajar di MTS Pulokemiri. Pengumpulan data dilakukan dengan menggunakan observasi, dokumentasi (rekaman), dan wawancara. Hasil penelitian menunjukkan bahwa ada empat jenis tindak tutur direktif yang digunakan oleh guru dalam tiap tahap proses belajar mengajar di kelas (pendahuluan, kegiatan inti, and kegiatan penutup). Empat jenis directive speech act itu adalah Perintah, Request, Invitation, dan Advice. Dengan jenis yang paling dominan digunakan adalah Perintah. Hanya ada tiga strategi yang digunakan oleh para guru pada pertemuan tersebut. Strategi langsung literal paling banyak digunakan oleh guru dalam interaksi di kelas dengan persentase 82%. Faktor-faktor yang melatarbelakangi penggunaan tindak tutur direktif guru di MTS Pulokemiri antara lain penutur dan mitra tutur, konteks tuturan, tujuan tuturan, tuturan sebagai bentuk tindakan: tindak tutur, dan tuturan sebagai produk tindakan verbal. Di antara kelima faktor tersebut, faktor penutur dan mitra tutur, konteks tuturan, dan tujuan tuturan yang paling sering digunakan dalam penggunaan tindak tutur direktif guru di kelas VIII MTS Pulokemiri.

Kata Kunci: Tindak Tutur Direktif, Prakmatik, Pengajaran

ABSTRACT

This study aims to determine the types, strategies and factors that influence directive speech acts used by teachers in the process of teaching and learning English in the classroom. This research uses qualitative method with phenomenological approach to find out and describe the types, strategies, and factors of directive speech acts used by teachers during the English teaching and learning process in class VIII. The subject of this research is an English teacher who teaches at MTS Pulokemiri. Data collection was done by using observation, documentation (recording), and interview. The results show that there are four types of directive speech acts used by teachers in each stage of the teaching and learning process in the classroom (pre-teaching stage, core activities, and post-teaching stage). The four types of the directive speech acts are Command, Request, Invitation, and Advice. With the most dominant type used is Command. There were only three strategies used by the teacher at the meeting. The literal direct strategy is most widely used by teachers in classroom interactions with a percentage of 82%. The factors behind the use of directive speech acts of teachers in MTS Pulokemiri include speakers and speech partners, context of speech, purpose of speech, speech as a form of action: speech acts, and speech as a product of verbal action. Among the five factors, the factors of speakers and speech partners, speech context, and speech purpose are most often used in the use of directive speech acts of teachers in class VIII MTS Pulokemiri.

Keyword: Directive Speech Act, Pragmatic, Teaching

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