

# CHAPTER I

## INTRODUCTION

This chapter will discuss background of study, identification of problem, limitation of the study, formulation of the study, objectives of the study and the significances of the study.

### 1.1 Background of the Study

Humans have a tool to communicate in the form of language. Language has a big role and is used as the main means of communication, as an expression of speakers in an effort to fulfill their communication needs. As social beings, humans communicate with other people through utterances that involve the role of speech acts in various forms and ways of delivering them. In the process of interaction, humans can convey ideas and messages to others (Ayeomoni & Akinkuolere, 2012; Wijana, 2015).

Communication has a very broad scope in daily activities. One of the speech situations that can describe the use of speech acts is the interaction of learning at school. Communication in schools takes place between teachers and students or students with other students. In the learning process, the teacher plays an important role and is one of the supporters of student learning success.

According to UUD No. 14 of 2005 Chapter IV article 10 paragraph 1 concerning teachers and lecturers, one of the competencies that must be mastered by teachers is social competence. Social competence relates to the ability of a teacher to speak, interact and understand students in learning activities. Teachers who have good social competence, of course, can understand how to convey learning that is easy for students to understand and like.

Speech acts as part of a pragmatic study can be used to determine the social competence of teachers in interacting in class. Speech acts make the speaker the main key in interaction when facing a certain situation. Yule (2014) stated that “we can usually recognize the type of act performed by speaker in uttering a

sentence. The use of the term speech act“ (p. 100). From this statement, Yule defines speech act as an action performed through speech. The speech must pay attention to aspects of speech or context, so that communication can be established.

Searle (1975) divides speech acts into three parts, namely locutionary acts, illocutionary acts, and perlocutionary acts. In this research, the speech act that will be examined is the directive speech act which is part of the illocutionary. Directive acts are an important part of understanding a speech act, but directive speech acts are not easy to identify because they are related to who the speaker is, to whom, when, and where the speech act takes place. Directive speech acts were chosen in this study because the teacher as a guide and person in charge of learning activities uses directive speech acts. Besides that, using directive speech act is more effective in managing and conditioning the class. The teacher has the authority to give commands, advice, prohibitions and instructions to students in carrying out learning activities. Commands, advice, prohibitions, and instructions are examples of directive speech acts, which are the kind of speech acts that can influence the speech partner to do something in accordance with the speaker's wishes. Directive speech acts can be embodied into various types, strategies, and factors underlying speech that can influence students to take actions according to the wishes of the teacher.

According to Leech (1993), pragmatics, defined as the ability to use language according to context, is influenced by five factors: 1) who speaks with whom/speakers and speech partners, 2) context of speech, 3) purpose of speech, 4) speech as an act of speech, and speech as a product of verbal acts. As an example, an English teacher who has a close relationship with the students will tend to talk with casual language. Likewise, the context factors of speech, the purpose of speech, speech as verbal acts, and speech as products of verbal acts will certainly influence the use of teacher directive speech acts in learning interactions in English class.

The problem of communication in the classroom is an interesting thing to study because the interaction of teachers and students in learning is a natural

language process. This natural language process can be seen from the entire learning process, namely the teacher spends a lot of time interacting with students through verbal communication in the form of speech acts. In interactions with students, the teacher uses his speech as a tool to convey knowledge and learning materials to students. In addition, the teacher can also control the class with directive speech acts. The utterances used like this are certainly necessary for the teacher to use in class discourse. In other words, a teacher should have an understanding of speech acts to improve his social competence.

Directive speech acts as an inseparable part of linguistics, of course, can be found in many interactions or conversations related to giving directions to every language in the world. Likewise in Indonesia, there are many indications of the use of directive speech acts in teacher-student interactions during English learning. Husna et al (2022) found that there were five types of speech acts, especially illocutionary speech acts used by English teachers in class interactions, namely assertive speech acts, directive speech acts, commissive speech acts, expressive speech acts, and declarative speech acts. Sulistyani (2017) found that the type of speech act that mostly occurred in the classroom interaction was directives (45.84%). Basra and Thoyyibah (2017) also found that directive speech act was mostly used in classroom interaction (70%). Then, based on the researcher's experience and observations when carrying out teaching practices at the school, MTS Pulokemiri, the researcher found that there were indications of the use of directive speech acts in teacher-student interactions.

There are many research that discussed directive speech act. Febrianti (2022) conducted a research which aims to categorize and describes the varieties, purposes, and strategies of directive speech actions employed by English School Indonesia teachers during zoom cloud meetings. However, the research was only focuses on the online interactions. This research found that the types of directive speech acts used by the teachers are mostly in the form of commands, requests and suggestions while the functions of directive speech acts used are in the form of requestives, requirements, prohibitives and advisories. Furthermore, the strategies of directive speech act used by teachers are in the form of direct and

indirect strategies. Command is the most frequently used type of directive speech acts. Meanwhile direct strategy with 78% occurrence is more dominant than indirect strategy.

Another research conducted by Nisa and Abduh (2022) which focused on the elementary school interactions, found that the directive speech acts that are most frequently used by teachers are question type. The most dominant directive speech strategy used by teachers is the directive speech strategy.

Research by Rayhana (2020) which focused on directive speech act strategies used by English tutors and not English teachers in public schools found that there were 197 tutor directive speeches, of which 95 were classified as commands, 66 as requests, 13 as suggestions, 11 as invitations, and 11 as warnings. As for the student responses, 177 of them classified as preferred responses, and 19 dispreference responses.

Fatma et al (2019) found that the usage of directed speech acts in a conversation is influenced by environmental, sociocultural, and linguistic factors. The locutors occasionally communicate with the interlocutors using local language to express specific meaning. The local languages forms used are reflected on the use of directive speech acts strategies, namely in request form, suggestion, and command.

Rizki (2019) conducted a research which aimed to figure out the types of directive speech that used in the process of teaching and learning English in the classroom and to find out directive speech act function based on the respons of the students in the process of teaching and learning English in the classroom. The result of the research show that there are five types of directive speech used by the teacher in teaching and learning process in the classroom, namely request, command, prohibition, invitation, and suggestion

Nawir (2018) found some types of directive speech acts in the interactions between the teachers and students of the kindergarten at Gowa Regency comprise: requestives, questions, requirements, prohibitives, permissives, advisories, and some of the factors influencing the directive speech acts of the interactions between the teachers and the kindergarten students, namely the addressos or

addressees, contexts, objectives, speeches as the act forms: speech acts, and speeches as verbal products.

Nurfitria and Oktaviani (2022) applied Searle's classification to the data analysis on the study. According to the study's findings, primary school teachers mostly employ the directive speech acts of command (45), request (11), and query (59).

Suryandani and Budasi (2021) found that The question directive, which occurred in 185 utterances (46.95%), was the most common sort of directive speech actions utilized by the teachers. Teachers that use the question directive inspire their pupils to be curious about the world around them, to improve their skills and attitudes toward science, and to improve their communication and critical thinking skills. In various sorts of the acts, the additional purposes of the acts were also noted.

Ramadhanty and Suseno (2022) explained different forms of directive speech acts, identify the most common directive speech acts, and examine how these actions impact classroom interaction from a pedagogical aspect. The subject of this research is the lecturers. This research found that the directive speech act used by the lecturer in the speaking classroom interaction process were 19 Command types, 32 Request types, 28 Suggestion types, and 13 Warning types.

Furthermore, the research that was conducted by Wirawan et al (2022) discovered that direct acts were dominant with 50 data, while indirect acts only had 31 data. The results further showed that, out of the six forms of directive speech actions, the teacher's use of requestives and questions in the form of feedback was most often.

The research on teachers' directive speech acts in English learning interaction at MTS Pulokemiri produces a series of teachers' directive speech acts in the interaction process. Although similar studies have been conducted, there are still few studies on the directive speech act strategies employed by teacher in English learning interaction at middle school level. It is because of this reason that the researcher is interested in conducting this research entitled "*Strategy of Teacher Directive Speech Act in English Learning Interaction at MTS*

*Pulokemiri*". This research emphasizes on directive speech act which is an illocutionary speech act. In this research, the researcher focuses on the realization of the use of teacher's directive speech acts in English learning interaction including the type of directive speech acts, the teacher's strategy in using directive speech acts, and the factors behind the speech acts.

## **1.2 Identification of Problem**

Based on the background of the problems above, there are several problem identifications that can be used as research material, as follows.

1. The meaning of teacher directive speech acts in English learning interactions.
2. Types of teacher directive speech acts in English learning interactions.
3. Teacher's strategy in using directive speech act in English learning interaction.
4. Factors underlying the use of a variety of speech acts in English learning interactions.

## **1.3 Limitation of the Study**

Based on the series of problems above, the researcher limit this research problem only to the variations and types of directive speech acts uttered by English teachers followed by the strategies and the reason for their use in English learning interactions.

## **1.4 Formulation of the Study**

The problems that have been identified above are important things to study. Priority is needed for the problems that arise so that the problems discussed are more focused. Therefore, this research is focused on three things that form the basis of conducting this research, which are as follows.

1. What are the types of teacher directive speech acts in English learning interactions at MTS Pulokemiri?

2. How the strategies are used by the teacher in conveying directive speech acts in English learning interactions at MTS Pulokemiri?
3. Why the teacher use directive speech acts in English learning interactions at MTS Pulokemiri Middle School?

### **1.5 Objectives of the Study**

The objectives of this research are as follows.

1. To describe the types of speech acts that appear in teacher utterances in English learning interactions at MTS Pulokemiri.
2. To describe the teacher's strategies in using directive speech acts in English learning interactions at MTS Pulokemiri.
3. To describe the factors underlying the use of directive speech acts in English learning interactions at MTS Pulokemiri

### **1.6 Significances of the Study**

The results of this study are expected to provide theoretical and practical benefits.

#### **1. Theoretical Significance**

The researcher hopes that this research can be used as a source of reading for conducting future research on directive speech acts.

#### **2. Practical Significance**

##### **a. Student**

- 1) Students can have better understanding about the meaning of each utterance that contains directive speech acts used by English teachers.
- 2) By understanding the intent of the English teacher's utterances or utterances, students will be able to act according to the teacher's directions.

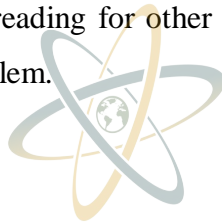
##### **b. English Teacher**

- 1) As information about strategies for using directive speech acts to control classes.

- 2) The results of this study can be used as an illustration for developing teacher strategies in managing the class through the use of directive speech acts.

c. Other Researchers

- 1) As a source of information if other researchers want to do research at MTS Pulokemiri.
- 2) As a source of reading for other researchers to research with the same focus/problem.



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