CHAPTER I

INTRODUCTION

This chapter deals with various aspects such as background of the study, problem identification, limitation of the problem, research questions, purposes of the study, and significance of the study. The detail description of these aspects could be seen as below.

1.1 Background of the Study

In daily life, language has an important role. In using the language, the people would convey a speech to interact with others. The language used by the people in social interaction. When people had communication with others, they were used language to spend their utterance submitting what they feel. This statement was supported by Chaer and Agustina (2004), basically language is equipment to interact or communication, submit though, ideas, concepts or feelings.

The language is used in communication is called speech acts. The terminology of such function of language is called speech acts (Austin, 1975). The people use speech acts to explain everything that they want to the hearer and get feedback. As a primary means of communication, language is used to convey information about the feelings, thoughts, ideas, intentions, and emotions directly. Therefore, the language is capable of expressing a sense to do an action, the action known as speech acts. Speech acts are one of the languages used in communication. The people use speech acts to explain their intention to the

hearer. They wanted to get feedback from the hearer. The theory of speech acts will be discussed in the pragmatic study. The role of pragmatic in English teaching is very important, especially in classroom interaction. Thus, the intended meaning or purposes beyond utterances which delivered can be understood by the participants.

Speech acts have an important role in daily life because when people interacted with others, they will use speech acts to convey the intent of their desire to the hearer, therefore it can be called that speech acts will be needed when the people had interaction in the social environment. In a school environment, when the learning process in class, speech acts also had an important role because when the teacher taught in teaching-learning, he or she will use speech acts to educate, guide and give instructions to the students.

In the pragmatic study, speech acts studied how the language used in communication with others. We have spent a speech based on the context it is supported by Wijana (1996) explains that speech act is one of the objects of pragmatic study which studied how to use the language in communication and how language is used in context and not something abstract in communication. Pragmatically there were at least three types of actions that can be realized by the speaker there are locutionary act, illocutionary act, and perlocutionary act. The form of illocutionary acts are assertive, directive, commissive, expressive and declarations. Illocutionary acts in communication on the research were important because the illocutionary act discussed attitudes and expressions of the people when they communicated with others. Besides, illocutionary acts of

the speaker can affect children's participation in doing positive and negative actions.

Directive speech acts is kind of illocutionary acts. Speech acts can be realized through directive speech acts. The directive speech act is used by the speaker to make other people do something (Yule, 2006). This type of speech act expresses the desire of speakers. These speech acts include ordering, commanding, requesting, advising, recommending (Searle in Rahardi, 2009). They express what the speaker wants. They are commands, orders, requests, suggestions. In the teaching-learning process, a directive speech act has an important role because this type is used by the teacher to submit their utterance to their students.

When performed speech acts in the classroom, the teacher delivered the speech acts directly and indirectly. The direct speech act was speech acts appropriated with the mode of a sentence, such as declarative sentence was used to tell the news, the imperative sentence was used to tell the command, asked and begged, an interrogative sentence was used to question about something. Whereas, the indirect speech act is speech acts that not by the mode of the sentence (Nadar, 2009). The way to convey a speech act was used by teachers, therefore his or her speech was understood easily by his students and can be responded by the students.

This example below could give a deep understanding in using direct and indirect directive speech acts that are performed by the teachers in the classroom. Below the example of direct directive speech acts when the teacher said: *"Clean the whiteboard"* The context in the teacher's utterance above has happened in

the opening learning process when the teacher gave the command to one of the students in the class to clean the whiteboard before the teaching-learning process started.

Concerning speech acts theory, the teacher's utterance above included directive speech acts because the teachers directly gave a command to the students to clean the whiteboard. The structure of the sentence above appropriated with the teacher's intent, therefore it's called direct speech acts. If there is an direct relationship between a structure and a function, we have an direct speech act (Yule, 2006). The utterance above was the realization of directive speech acts that used a command sentence to ask someone doing something. The teacher's utterances above contained meaning to the hearer to do something. A directive speech act is requiring the listener to do something (Retnaningsih, 2013). The utterance of the teacher above included direct directive speech acts because the utterance above accordance with the mode of the sentence it was included an imperative sentence to give the command.

The example of indirect directive speech acts when the teacher said: "what happened with your whiteboard?". The context from the utterance was uttered by a teacher happened in opening learning process when the teacher entered the classroom and saw the condition of whiteboard was very dirty, the intent of the teacher was to ask the students cleaned the whiteboard, therefore the meaning of the speech act was not only to provide information that the teacher gave statement but also contained the meaning gave an orders to the student clean the whiteboard. Yule (2006) said that there is an indirect relationship between a structure and a function, we have indirect speech acts. The utterance above was

the realization of indirect directive speech acts that used declarative sentences contain meaning interrogative sentences.

Some researchers have done their research on directive speech acts, such as; Wafa and Vahmita (2017), in their study entitled *"Directive Illocutionary Act on English Teacher in Elementary School Sukoharjo 3 Probolinggo (Pragmatic Study)"*. The result showed that the researchers found all types of directive speech acts, namely asking questions, advising, requesting, inviting, and suggesting. The asking question was the most common utterance because the teacher gave questions not only to get information but also to get students active during the learning process in the class. In line with this study, Wulansari and Suhartini (2015), in their study entitled *"Directive Speech Acts Realization of Indonesia EFL Teacher"*. The result showed that there were three types of directives used by the teacher. There were commanding, requesting, and suggesting. The most frequent type of directives performed was commanding. The study of directive speech acts is always interesting to do. Based on previous researchers, there were three reasons why this study about directive speech act is still freshly conducted. First, directives were kinds of speech acts that often used by speakers in daily conversation. For using directive, the speakers attempted to make communication with the hearer. The second reason was directive showed a strong relationship between speaker and hearer. The next reason was that directive speech acts used to get or gave attention from the speaker in communication. Through the directive speech act, the speaker utterances made the hearer did something. In conversation, the directive was often used by the speaker but they said in a different way. The speaker had to

concern about the situation and context to make the hearer did as they wanted. The situation in conversation can be seen in some aspects, such as who was the speaker, who was the hearer, what things the speaker wanted to say, and the time of the conversation.

Other reasons did this research because the rapid development of information technology encouraged the occurrence of a change in socio-cultural perspective on the youth generation known as a millennial (Gen Y), technological developments become the inception momentum of globalization era which influential as well the more revealing the diverse cultures around the world (Raharja, 2018). The response sets performed by various cultures, especially on millennial segmentation will be the same and this is a serious problem in this country as it triggers cultural degradation that can endanger the cultural continuity in Indonesia. Millennial characteristics are creative and innovative, but the negative side of materialistic, consumptive, and tend to feel very prestigious imitate the cultures of other nations from its own culture with a free lifestyle, hedonist, individualistic, and pragmatic. the effect of global information can provide significant changes to the millennial generation viewpoint, therefore as the next nation generation and the nation's culture savior, the millennial need to be prepared with appreciation and deep understanding of Pancasila through education and regeneration with the effort to strengthen nationalism and preserve Bhinneka-Tunggal-Ika, thus the degradation of socio-cultural elements could be minimized.

Besides, the teacher had a great responsibility when delivered lessons in the teaching-learning process. Teacher's utterances should be accepted or

understood by the students. When the teachers made a mistake in their utterances, there will be made a mistake in accepting the intent of the speech. The teachers had an important role when interacted with the students in the teaching-learning process because when submitted the material in the classroom the teacher gave instructions to support the teaching-learning process. There were various instructions submitted by the teacher such as to give advice, ideas, motivation and so on. The teacher's utterances can be analyzed in the pragmatic study especially speech act theory, therefore the teachers can be used kinds of illocutionary acts.

Based on the reasons above the researcher was interested to conduct a research about "An Analysis of Directive Acts used by the Second Grade's English Teacher of SMA PGRI Blabatuh". In additions, the researcher interested in pragmatic study because in speech acts explanations every speech contained the meaning. In this study the researcher wanted to explore the used of direct and indirect directive speech acts performed by the teachers in classroom conversation.

1.2 Problems Identification

Based on the background of the study, the researcher finds some problems. The problems such as:

1. The teachers sometimes did not speak what they really mean because they used various kinds of speech acts to express their intention depended on the situation. They may perform speech acts explicitly or implicitly.

2. The existence of cultural elements, characteristics and elements of Millennial students that occurred in speech acts, therefore students behaved poorly in teaching and learning activities in class.

1.3 Limitation of the problems

There were many problems when analyzed part of the pragmatics study. There were Speech act, Deixis, Politeness, Implicature and so on, but in this research, the researcher focused to analyze the form of directive speech acts by the teachers in using directive speech acts based on the way to convey (direct and indirect speech acts) performed by the second grade's English teachers when the teaching and learning process at SMA PGRI Blahbatuh. The researcher selected two teachers who taught in the second grade class.

The researcher used the theory proposed by Searle and Yule that focused on directive speech acts and theory from Wijana who explained types of speech act based on the way to convey (direct and indirect speech acts). The researcher focused on directive speech acts proposed by Searle and Yule because it was related to the used of direct and indirect speech acts. Wijana (1996), divided speech acts based on the way to convey into two types such as direct and indirect speech acts. Therefore, researcher focused on types of directive speech acts proposed by Searle and Yule such as; ordering, commanding, requesting, advising, and recommending.

1.4 Research Questions

In relation to the background study, the research questions can be formulated as follows:

1. What types of directive acts are used by the second grade's English teachers in teaching English in the classroom?

2. Are there differences between the second grade's English teachers in used directive acts in teaching English to the students?

1.5 Purpose of the study

Based on the research questions, the purpose of this study are as follows;

1. To describe and analyze the types of directive act used by the second grade's English teacher of SMA PGRI Blahbatuh.

2. To describe and analyze the differences between the second grade's English teacher in used directive act in teaching English to the students.

1.6 Significance of the Study

Since the study deals with an analysis of directive acts used by the second grade's English teacher of SMA PGRI Blahbatuh, the result of the study is expected to be beneficial theoretically and practically.

1.6.1   Theoretical Significance

Theoretically, the result of the present study was expected to provide some supports to the existing theories and more empirical evidence about types of directive speech acts used by the English teachers in teaching English. The directive speech acts used by

English teachers showed some differences especially the types of directive speech acts from the teacher's utterances in teaching English in senior high school. Moreover, this study will be expected for the teachers in using types of directive speech acts appropriate based on the teacher's utterances.

1.6.2 Practical Significance

In terms of practical significance, the results of this present study are expected to give informative contribution to the English teacher, students, and other researchers.

1. For the English teacher

The results of this study help the English teachers to apply directive illocutionary acts appropriately in English teaching learning process so the English teachers can evaluate their teaching in implementation of speech act especially directive illocutionary acts in the classroom conversation.

2. For Students

This study is expected to help the students would comprehend of directive acts that are used by their teachers. The students would be more easily to get the teachers' directive acts, not only to graph the material but also to be connected with them including in the communication.

3. For other Researchers

The researcher hopes this study will give deep understanding about directive illocutionary acts. It is hoped that the findings of this research can be used as a reference for further research of pragmatic study in classroom conversation in English language education.