

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language has a vital role in human life as a means of communication. According to Chaer and Leonie (2014), language means interaction or communication to share thoughts, ideas, feelings, etc. In this case, Wardhaugh (1972) also said that the function of language is a means of communication, both spoken and written. In other words, communication can occur based on people's ideas which become a message conveyed to the hearer. The message conveyed will be understood by the hearer if the speaker uses proper language. In uttering a message, the speaker can also provide and ask the information or action toward the hearer. This case can be found in the study of pragmatics.

Pragmatics deals with meaning-in-context, which can be viewed from different perspectives between the speaker, hearer, and analyst (Harlig, 2010). Furthermore, Pragmatics is a branch of linguistics that focuses on studying a speaker's meaning and contextual meaning (Yule, 1996). The meaning itself depends on the context in which the utterances occur. Both the speaker and the hearer must understand what is being discussed during the conversation. Hence, it prevents misunderstanding in their talks. During delivering a message, people can also act. A speech act is a term used to describe this phenomenon in pragmatics. In pragmatics, this phenomenon is called a speech act. Speech act combines the utterances and the actions to produce the meaning.

Illocutionary acts are divided into five categories by Searle (1979). They are assertive, directive, commissive, expressive, and declarative. Among those types of illocutionary acts, the directive speech act is most often occurs in social life. Kreidler (1998) divides directive

speech act into three types. Those are commands, requests, and suggestions. It demonstrates that people employ directive expressions in a variety of ways. Everything depends on the speaker's intended meaning.

People interact with one another in their daily lives. They require assistance from someone else. When someone wants to do something and needs assistance, they will tell someone to do it for them. As a result, many people utilize a directive to get someone to do what they tell them to do, desire, or need. According to Yule (1996), directives are speech acts used by speakers to get someone else to do something. This phenomenon also occurs in schools. To achieve their goals, teachers and students must communicate with one another.

In the classroom, teachers and students work together as a team. They collaborate to attain the purpose. The teacher uses the utterances to ask the students to accomplish things regularly. According to Lambrou (2014), communication is a cooperative and shared activity in which both speakers and hearers work together to achieve mutual goals. To put it another way, communication is the action of speakers and listeners working together to achieve a common purpose. Before the students undertake an action, the teacher gives them some information and leads them. If teachers do not use the right form of directive utterances, the process of obtaining goals will be hindered. The objectives will be met if communication between teachers and students runs well and is understood by all participants. According to Harmer (2007), students learn from what their teachers say; hence strong communication is necessary to improve the teaching and learning process. Teachers also expect their students to participate actively in class. They frequently provide students with instructions through utterances. The context in which the speaker's utterance occurs determines its meaning. The hearers can determine what the speakers intend to express by their utterances by identifying

their contexts. As a result, teachers and students must have a shared knowledge of what might happen in class.

Directing the students is one of the most crucial aspects of teaching. Teachers use a variety of directive speech acts toward students in the classroom. Teachers have an important role in the lives of kids at school. The employment of directive speech acts has to do with the teacher's position as a leader in motivating students to do something. Teachers are the role models from whom students can look for a leader to accomplish the expected goals. As a result, this study aims to discover the different types of directive speech acts used by English teachers to meet the objectives of the study in the classroom.

From the explanation above, the writer takes the utterances uttered by English teachers in the classroom at English School Indonesia (ELSI). English School Indonesia (ELSI) is one of the English language courses in Padang, West Sumatra. The phenomena of directive utterances can be observed during the course of a teaching and learning session. ELSI was founded in 1993 and is located on Belantiradio street in the heart of the city. ELSI has had more than 1300 students up till this point. ELSI was chosen for this research because it was still survived on Pandemic COVID-19. The author interviewed Mr. Kevin marshel as the owner of English School Indonesia (ELSI). He explained How Zoom Cloud Meeting helped the students on teaching process, the number of students kept growing until now. In fact, the author found that the Pandemic COVID-19 is getting lower but the online classes still exist.

ELSI has an attractive and entertaining system that uses modern multimedia and comprehensive tools to create an environment that encourages students to communicate in English. Students at ELSI are of varying ages and educational levels, ranging from children to

adults. Classes for children are story kids and juniors, teenagers are teen and blockbuster, and classes for adults are grade, advance, conversation, TOEFL, and IELTS. Because of the Covid-19 pandemic, there are two types of classes available at ELSI: online and traditional classrooms. ELSI limits the number of students in each class to between 1 person as an intensive class until eight people. The author focuses on online classes, which include a variety of classes for children, teenagers, and adults.

Based on observations, the majority of the online classes are taken by children and teenagers. They study via Zoom. They have some rules for teachers and students before they join the online classes. The teacher and students must wear headphones, turn on their laptop cameras, and arrange a comfortable study area. Even though they are taking online programs, students may not be permitted to eat during class. Because they comply with the requirements, some online programs in ELSI are successful, and the teachers make the online class enjoyable.

ELSI employs e-learning with a Zoom Meeting for the online class. E-learning is a type of electronic learning that involves technology and information (Tigowati, Efendi & Budiyanto, 2017). In this era of social distancing, the Zoom Meeting is a popular tool. In the current time, it has become the answer. We can communicate with people via video using the Zoom Meeting application. As a result, this application is appropriate for e-learning, as it may connect teachers and students in an online learning environment.

This study examines the directive speech acts utilized by English teachers in the Zoom Meeting. The author will make an observation prior to the start of the investigation. There are

many kinds of speech acts used by English teachers in the classroom, especially the directive speech act. The examples are as follows:

Teacher: "How are you today?"

Students: "I'm fine. And you, Miss?"

Teacher: "I'm fine too. Hmm, I can't see you. So, can you turn on your video, please?"

Student: "Okay, Miss".

The teacher's remark indicates that they are ordering the students to do something, in this case, turning on the Zoom camera. After everyone has joined the Zoom classroom, this will take place. For the kids, a Zoom meeting is a novel experience. They are apprehensive about turning on their videos because they are not accustomed to studying via Zoom. "Can you turn on your video, please?" is identified as a directive speech act of requesting. The speech made by the teacher is an interrogative statement, which indicates that the teacher was asking for something specific with indirect strategy. It means the indirect strategy shows that the interrogative sentence is not suitable for asking people to do something.

The speaker, on the other hand, asks the listeners without pressuring them.

Teacher: "I think it's very noisy there. Turn off your microphone and find a quiet place to study!"

Students: (*Asking his family to be quiet*)

The teacher commands the students to do something, which is to switch off their microphone, as evidenced by the utterance. That occurs when one of the students' rooms is noisy and her parents are unaware of it. The utterance, “Turn off your microphone and find a quiet place to study!” is identified as the directive speech acts of command. It is because the teacher wishes for the students to follow her instructions. The utterance is in the imperative form, and it begins with a verb, which indicates that the utterance demands something. This utterance also indicates as the direct strategy. It conveys the speaker's direction to the listener to perform a specific action.

Teacher: “Do you have a question about this presentation? If not. Now open your book page 15”.

The teacher's utterance indicates that the students are ordered to do something, in this case, to turn to page 15 in their textbooks. This occurs after the teacher has completed her explanation. After that, the students begin to use their textbooks. The utterance “open your book page 15” is identified as the directive speech acts of command. It is because the teacher wishes for the students to follow her instructions. The utterance is in the imperative form, and it begins with a verb, which indicates that the utterance is demanding something. It conveys the speaker's directive to the listener to perform a specific action.

Based on the description above, The types of directive utterances provided in the preceding paragraphs represent the type of utterances frequently utilized by teachers via Zoom Meeting. The author is particularly interested in decoding the hidden meaning of directive speech acts. Hence, the researcher will focus on the directive speech acts used by English teachers on Zoom Meeting in English School Indonesia (ELSI). The author believes that the

types, functions and strategies speech acts used by teachers in communicating at English School Indonesia (ELSI) is one of the important things to study. That's because The success of a teacher in teaching students is not only determined through the teaching materials they teach to students, but a success teacher is also influenced by the use of appropriate, effective and effective language according to context. Therefore, the use of types, functions and strategies directive speech used by teachers in speaking to students in English School Indonesia is an necessary thing to study.

1.2 Objectives of the Study

Based on the research questions above, this research aims to analyze, classify and describe the types and functions of directive speech act used by English teachers in Zoom Meeting classes in English School Indonesia. Accordingly, there are two related objectives of the study that can be formulated in conducting this research. Those are:

1. To classify the types of directive speech acts used by English teachers on Zoom Meeting in English School Indonesia classes.
2. To describe the functions of directive speech acts used by English teachers on Zoom Meeting classes in English School Indonesia.
3. To describe the directive speech act strategy used by English teachers on Zoom Meeting classes in English School Indonesia.

1.3 Identification of the Problem

This research focuses on analyzing the directive speech acts used by English teachers via Zoom Meeting in English School Indonesia. The utterances made by teachers and students during class time at the Zoom Meeting. Therefore, the research questions are:

1. What types of directive speech acts are used by English teachers via Zoom Meeting in English School Indonesia classes?
2. What are the functions of directive speech acts used by English teachers in Zoom Meeting in English School Indonesia?
3. How is the strategy of directive speech act used by English teachers in Zoom Meeting in English School Indonesia ?

1.4 Scopes of the Study

The pragmatics theory of speech act is utilized to examine the utterances of English teachers in English School Indonesia. The scope of this study is limited to the directive speech acts, specifically the types and functions of the teacher's utterances directed at the students. The data of the research are acquired through observation, note-taking, and recording the sentences spoken by English teachers on Zoom Meeting.

1.5 The Significance of the Research

It is expected that this research makes a significant contribution to the field of applied linguistics, particularly to pragmatics related to directive utterances. The following are the significance of this research.

1. Theoretical significance.

Regarding the study's purposes, it is expected that the findings will be of use to anyone interested in learning more about Pragmatics. As a result, this study's findings give a more comprehensive explanation of the speech act. This study is intended to provide a significant contribution to English teachers and learners, researchers, and readers by assisting them in comprehending the idea of directed speech actions.

2. Practical significance.

- a. For researchers, this study has the potential to improve the researcher's ability to interpret this study and understand directive utterances through the use of a Zoom Cloud Meeting in the course of learning.
- b. For readers, this study's findings can be utilized as a reference for further study of the speech act as well as supplementary knowledge.
- c. For other researchers, the findings of this study can be utilized as additional references and sources of knowledge for future researchers on the subject.

1.6 Definition of the Key Terms

In this research, to help the readers understand about this study, the writer would like to provide some definitions of the terminology listed below relevant to this investigation.

Speech acts : utterances that come after acts. In speech acts, the speakers try to persuade the hearers to do what they intend in their speaking. From the definition above, the actions performed via utterances can be in the form of apology, complaint, compliment, invitation, promise, or request (Yule, 1996).

A directive : a kind of speech acts classification used by the speaker to get the hearer to do something (Yule, 1996). The utterances that speakers utter to express what they want.

The context : related to the background of knowledge assumed to be shared by the speaker and the hearer. Context contributes to the hearer's interpretation of the meaning of the utterances spoken by the speaker (Leech, 1983).

Zoom Cloud Meeting : e-learning is electronic learning that uses technology and information (Tigowati, Efendi, & Budiyanto, 2017). There are various e-learning platforms such as Zoom Cloud Meeting, Whatsapp Group, Google Meeting, and Google Classroom



