

CHAPTER I

INTRODUCTION

1.1 Background of the Research

People need to communicate with each other in order to get the purposes of their lives. When doing a conversation, people can share their ideas, thoughts, feelings and many more. The speakers must use a proper language to get the hearers to understand the intended meaning of their utterances. Therefore, the message conveyed will be understood by the hearer. In uttering something, 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 is a branch of linguistics that focuses on the study of speaker meaning and contextual meaning (Yule, 1996, p.3). The meaning itself depends on the context in which the utterances occur. In doing a conversation, both the speaker and the hearer must have a common understanding of what being discussed. It aims to prevent miss-understanding in their talks. Basically, people can also perform an action while they are conveying something. In pragmatics, this phenomenon is called a speech act. Speech act combines the utterances and the actions to produce the meaning.

Searle (1979) categorized five different types of illocutionary act, 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, p.189) divides directive speech act into three types. Those are commands,

requests, and suggestions. It shows that there is a various way when people use directive utterance. It is all determined by the intended meaning of the speaker's.

In daily life, people cannot do something without someone else. For instance, when people want something, they can ask someone to do it. Accordingly, a directive is always used by many people to get someone to fulfill what they order, want and ask. As it has been proposed by Yule (1996, p. 54), directives are those kinds of speech act that speakers use to get someone else to do something. This phenomenon also happens in schools. Teacher and students need to communicate with each other to accomplish their purposes.

In classrooms, teachers frequently try to get the students to do something by their utterances. Students need the teacher to give information and to lead them before doing an action. The process of achieving purposes will not run smoothly if the teachers do not use the proper form of directive utterances. The purposes will be accomplished if the communication between teachers and students runs well and understood by each participant. Harmer (2007) proposed that students learn from the teacher talk so that good communication is needed to make the process of teaching and learning process more effective. Teachers commonly expect students to be active in the class and often give instructions to the students. The meaning of the speaker's utterance is determined by the context when it occurs. By recognizing its contexts, the hearers can understand what the speakers intend to say by their utterances. Therefore, teachers and students must have a common understanding of what might be happened in the class.

From the explanation above, the writer takes the utterances uttered by English teachers in the classroom at Madrasah Sumatera Thawalib (MST) Parabek Islamic

Boarding School as the source of the data. Because there are many directive speech acts uttered by teachers toward students in the classroom. Teachers have an important role for students at school. The use of directive speech act is related to teacher's role as a leader to get students performing something. Teachers are the role model from whom students can look for a lead so that they can do something like the expected goals. Furthermore, the choice of utterances used by the teachers can also help students in achieving purposes and goals in the class. Therefore, this research aims to find out the types of directive speech acts used by English teachers in order to achieve the purposes of the study in classrooms.

Sasongko (2018) mentioned that MST Parabek is known as the oldest Islamic Boarding School in West Sumatera and also known as one of the most historical Islamic Boarding School in Sumatera This school was founded in 1910 by Syaikh Ibrahim Musa, or people called him Inyiah Parabek, Inyiah Ibrahim and Inyiah Syiah. There is a number of influencing people who have completed their studies in this school, among them are Buya Hamka, the former vice president Adam Malik and former Indonesia grand ambassador in Iraq Daud Rasyidi Dt Palimo. The school has also obtained a lot of achievements in various fields of competition, either in the field of religion or in the general fields. There are three languages used in this school as its teaching languages, those are Indonesian, English and Arabic. For the other general subject teachers, they are given language training so that the teachers are required to use English or Arabic at least for greeting, giving instructions and closing in the classroom.

This research focuses on analyzing directive speech acts used by English teachers in the classroom. Before conducting the research, the writer makes an observation. There are many kinds of speech act used by English teachers that found in the classroom, especially the directive speech act. The examples are as follows:

(1) *Close your book!*

The utterance shows that the teacher orders the students to do something, which is to close their book. This takes place when students are going to have a daily examination. Students are given time to read the book before the examination begins. The utterance *Close your book!* is identified as the directive speech acts of command. It is because the teacher wants the students to do what she wants. The form of the utterance is in the imperative form and uses a verb at the beginning of the utterance. It shows the speaker's order toward the hearer to do something.

(2) *May I borrow your pen?*

The utterance above occurs when the teacher wants to take the student's attendance list. Generally, when a teacher enters the class and starts the lesson, he or she needs to take the attendance list in order to check the absence of the students. In the utterance (2), the teacher attempts to get a student to do something, she borrows a student's pen to make the attendance list. The form that the teacher use is an interrogative sentence which shows that the teacher asking something. The utterance *May I borrow your pen?* is identified as a directive speech act in the form of request. Because the speaker asks the hearer without forcing.

1.2 Identification of the Problem

This research focuses on analyzing the directive speech acts used by English teachers in MST Parabek Islamic Boarding School. The utterances that will be analyzed will be taken when the teachers and students are in the classroom. Therefore, the research questions are:

1. What are the types of directive speech acts used by English teachers in MST Parabek Islamic Boarding School?
2. What are the functions of directive speech act used by English teachers in MST Parabek Islamic Boarding School?

1.3 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 classrooms at Madrasah Sumatera Thawalib Parabek. 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 in MST Parabek Islamic Boarding School.
2. To describe the functions of directive speech act used by English teachers in MST Parabek Islamic Boarding School.

1.4 Scope of the Study

The theory of speech act in pragmatics is applied to analyze the utterances used by English teachers in MST Parabek Islamic Boarding School. This research is limited to the directive speech act, especially in the types and the functions of the teacher's

utterances toward the students. The data is taken by observation-note taking and recording the utterances of English teachers in the classroom.

1.5 Method of the Research

The source of data in this research was the utterances of English teachers in several classrooms at MST Parabek Islamic Boarding School. MST Parabek contains two levels, Madrasah Tsanawiyah (middle school level) and Madrasah Aliyah (high school level). This school uses three languages as its teaching language. Those are Indonesian, English and Arabic. Many of the teachers and students there use those languages not only when they are in the class, but also when they are in informal activity.

The data of this research were the utterances of English teachers in the classroom that contained directive utterances. The data were taken at English classes in both Madrasah Tsanawiyah (middle school level) and Madrasah Aliyah (high school level). There were 9 classes observed, they were VII. 9 contained 42 students, VII. 10 contained 37 students, VIII. 1 consisted of 27 students, IX. 7 contained 29 students, X. Science. 2 contained 35 students, XI. Islamic. 1 consisted of 37 students, XI. Social. 1 contained 26 students, XII. Islamic. 2 consisted of 33 students, and XII. Social. 1 consisted of 22 students. These classes were taught by 4 female and 1 male teacher. The classes of VII. 9 and VII. 10 were taught by Magdalena Dwi Resti, S.Pd, VIII. 1 by Rahmadhanil Akhmar, S.Pd.I., IX. 7 by Wike Astria, S.Pd.I., X. Science. 2 and XI. Islamic. 1 by Nida Jannata, S.Pd., and XI. Social. 1, XII. Islamic. 2, and XII. Social. 2 by Resi Novira, S.S.

The writer used three steps in conducting this research. They were, collecting the data, analyzing the data and presenting the result of the analysis. In collecting the data, the writer used observations-note-taking and recording methods. Observations and note-taking was conducted during the process of teaching-learning in the classroom. Firstly, the writer joined the class from the beginning until the end of the class section and did not participate in the utterances. Secondly, the writer made the audio and visual recording by using a phone camera and put it in the back row in order to make teachers and students did not feel disturbed.

The writer identified the language phenomenon of directive speech act used by English teachers in MST Parabek Islamic Boarding School. The analysis focused on the types and the function of utterances that occurred in the classroom. The theory of directive speech act proposed by Kreidler (1998) and the theory of the function of directive speech act proposed by Bach and Harnish (1979) were applied to analyze the data.

Furthermore, the writer presented the result of the analysis descriptively. The result of the analysis was presented into a table to show the dominant types and to describe the functions of directive speech act used by English teachers in the classroom. The writer also used the pattern to find out the percentage of types and functions of directive speech act found in the research. The formula used to find out the percentage for the data was,

$$percentage = \frac{data}{totalnumber} \times 100\%$$