

CHAPTER IV

4.1 Conclusion

This research aims to classify the types of directive speech act used by English teachers in Madrasah Sumatera Thawalib Parabek and to describe the functions when the speakers use directive speech act. After analyzing the utterances between teachers and students in the classroom, there are 81 utterances found which contain directive speech act. The writer finds three types of directive speech act. They are classified into three types of directive speech act proposed by Kreidler (1998), those are command, request and suggestion. There are also six functions of directive speech act found in this research as proposed by Bach and Harnish (1979). They are request, questions, requirements, prohibitive, permissive, and advisories.

Based on the first question of this research, the writer finds 81 utterances show the use of directive speech act by the teachers. There are 56 data is in the form of commands, 20 data in the form of request and 5 data in the form of suggestion. The teachers use the types of command in order to get the students to perform or refrain from doing something. A request is used by the teachers to shows what they want the students to do or refrain from doing, the teacher asks them without forcing. Meanwhile, a suggestion is used when the teachers attempt to suggest or to remind the students to do or not to do something. The most dominant type of directive speech act used by the English teacher is the command, with the percentage 69,14%.

There are six functions of directive speech act used by English teachers found in this research. The most dominant function of directive speech act is requirements,

with the percentage 59,26%. The teachers often order or dictate the students to perform an act. In a classroom, a teacher has authority over students. Therefore, the function of requirements will be more effective when the teachers try to get the students to do something.

Furthermore, from the English as Foreign Language context, utterances uttered by the teachers remain in Indonesian-based that has been made into English. It is influenced by the speakers' first language which is Indonesian. The process of this interaction runs in a non-English speaking area, or where the English were born. However, it happens in a thousand miles apart. In several times, the teachers and students still use the first language in classrooms. The mixing use of these languages makes their English utterances do not always run naturally and grammatically correct. The intonation, pronunciation, or meaning when the speakers speak English is may be different as the native speakers. Thus, it can conclude that the English being used in interacting between teachers and students is basic level of English. Because it can be affected by the status of English which is not their first language. Accordingly, the concept of this interaction can be discussed under the second language acquisition context.

4.2 Limitation and Suggestion

There are two limitations to this research. Hence, the next researcher can be more focused on particular points. Firstly, this research only focuses on the types and the functions of directive speech act used by the English teachers in classrooms. Therefore, the next researchers can analyze the utterances by students when they are interacting with the teachers during classroom activities. Since the use of foreign

languages in this school is quite significant so that the next researchers can also analyze it, such as in the library and other centres in this school. Secondly, since the interaction between teachers and students happen in non-English native speakers, the next researchers can be focused on how it affects the English teaching and learning process in classrooms.

