

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an essential thing used to communicate with each other in daily life. It depends on human used to communicate with each other. As the human being every people communicate with each other, where the purpose is to express mind, idea, feeling by using gesture, body movement or sound.

A successful communication includes the speaker and listener where the reason is to share the information, idea, mind to each other based on the understanding of utterance (Della 2018).

The language produced by utterance which it is not only to share or explain the mind but also to show the utterance between the speaker and mind and its utterance. So the utterance can be seen from Speech Act in the real situation which happens between speaker and listener, whether the utterances sometimes are not direct, but it is only by screen. In general an action which performed by utterances are called speech act and there are some categorize of each function of the utterance, like apology, complain, promise, invitation, or request.

The act is used to achieve some communicative process, such as asking, ordering, suggesting, requesting, informing, advising, and greeting which the process is described as illocutionary act. As Searle (1969) states

that there are four categories of illocutionary act, such as representative, directive, commissive, and expressive. Some acts are used for education especially for learning activity in the class, especially for English subject. English is very important for the students to develop their English skill. English needed for many lessons, like speaking or writing. As a human being all the people communicate with each other to convey their message, feeling, mind and emotion by using gesture or body movement, action, signal and action. So people need to communicate to each other to get and share a new information. It happens at school between students and teachers interact in the classroom.

Teachers as the main role in teaching the language have many ways to make English is easy to understand and fun. The teaching way is based on the students' condition. It means that teaching English to junior high school students will be different from other level class, actually it can be seen from the age, social role to find appropriate ways to make students enjoy and happy to learn English. Not only that, teachers also provide students to learn English either inside or outside the classroom. It can prevent the students from getting bored while studying only in a room, So in this research the illocutionary act becomes the most unique and special research rather than locutionary act and perlocutionary act, because the illocutionary act is difficult to identify who is the hearer and the speaker and when the communication happens. It is one of the ways to get more understating about speech act. The teacher has an important role in the class for the students,

because the teacher will transfer the lesson, so the students are the target language where the teacher's utterance can be as a motivation, instruction, direction, explanation which most of them are defined as speech act.

As Shi Y (2018) defines that the high quality teachers' speech acts can effectively impart knowledge, organize the classroom, give demonstrations and make English teaching efficient, but the research focuses on analyzing teachers' directives, teachers' questions and teachers' feedbacks. The subject of the research takes from the teachers and students of five universities, and naturalistic observation and conversation analysis method are used in this study. As the speech act theory, a speaker might be performing three acts simultaneously when speaking: locutionary act, illocutionary act, and perlocutionary act. Speech act theory is an important theory in the pragmatic study of language.

Lenchuck (2019) argues that the research focuses on the strategies English as a foreign language (EFL) learners choose to take on in requests without evaluating them with the norm of a native speaker, as the concept of native speaker is ideologically problematic, so the research refers to cross-cultural pragmatics to interpret the strategies of EFL learners in making requests, while Limberg (2015) claims that learners of English as a foreign language (EFL) are exposed to a collection of materials and communicative activities in the classroom through which they learn to use the language competently and appropriately. Textbooks, in particular, are a rich source of input, offering a variety of opportunities to acquire and practice pragmatic

competence in specific areas of language use.

Charlina (2018) proves that speech and strategy were used by the teachers in special school learning proses. The research investigates in a special school in Pekanbaru. The research method uses an observation. Respondents divided into eight group consisting of mentally retarded and deaf student. The forms of illocutionary acts observed was divided into five types based on Searle, namely assertive, directive, expressive, commissive, and declarative.

Chakim (2019) states that speech act occurs in speaking that a reflection of the students' ability to communicate in English. Compared to the other language skills, speaking is considered to be more difficult because it occurs in real time, and when we speak we cannot edit and revise what we want to say, as we can do in writing. Speaking skill was considered as a difficult skill to be maintained; therefore, an extensive practice is required to perform.

Based on the illustration of illocutionary act, the researcher finds out an important expectation in this study to analyze the one of types of directive illocutionary act which occurs in teaching-learning process where the illocutionary act most often used in a song or movie, but in this researcher, the researcher has an expectation that this illocutionary act happens in a teaching-learning process as the previous study shows that there are many researches have conducted in a song or movie, or in the classroom but it only focused on the students' EFL while in this researcher, the researcher gets a

new phenomenon will be investigated in this classroom.

So that is one of personal reasons for the researcher to investigate a new phenomenon about the directive illocutionary act occurs in teaching-learning process of male and female English teachers where the male teachers will teach the female students and female teachers will teach male students in the classroom.

In this study, the researcher interested to analyze speech act, especially on directive illocutionary act because the English teacher performs his or her teaching is directive to the students where in this study the researcher will analyze the teacher from Female who teach Male students and from Male who teach female students in the classroom, so it relates to directive illocutionary act and the function of directive illocutionary act is to affect student form teacher's utterances where it has a different way from the utterance of male and female teachers during teaching-learning process in different gender of each class. In this process, the process of teaching-learning is not as usual that an interaction between teacher and students face to face in the classroom, but the process is online.

So this is different phenomenon happens from the previous research where the teaching-learning process is by online and in this class divided between boys and girls in grade seven to nine in this school and the utterances of the teachers are some categories of directive illocutionary act in teaching-learning process when the teacher teaches to the students, such as command, request, forbid and other categorizes of directive illocutionary act.

In this process the teacher only shares assignments to the students by online- learning and the book. It can be seen from the process of teaching learning that the students only get more assignments from the teachers. So there are some problem during the process teaching-learning, as an example from the male teacher instructs the students, such as:

M.T: - *Buka buku paketnya halaman 43*
 - *Pilih salah satu kata yang berada didalam kurung pada masing-masing kalimat no 1-6 untuk melengkapi beberapa kalimat tersebut yang tersedia*

- *Pronounce the following noun phrase correctly!*

M.T: - *Lets's pray before we learn the subject*

- *Look at the characteristic of procedure text!*

- *Such as: using simple pesent tense, cpmmand, using number, using conjunction.*

F.T: - *Find the responf for the following messages. Draw lines between them*

- *Work in pairs. Complete the dialog then practice it*

- *Work in pairs. Complete the dialog then practice it*

F.T: - *Write the following times in words*

- *Choose either cardinal number or ordinal numbers to complete the following sentences*

- *Write down the dates. number one has done for you as an example.*

-

Based on the data above of the examples from male and female teachers show that male and female English teachers have different way to communicate with the students where in this case males teach for female students and females teach for male students . So in this case this research is a new phenomenon happen which haven't conducted yet from the previous research, this research will be focused on the illocutionary act which has different phenomenon from some previous research illustration above that in this case, it is one of kinds illocutionary act, it is directive illocutionary act which happens to the teaching-learning process especially on English teachers during the learning process, especially on male and female English teachers in classroom. That is one of the reasons that in this research is a new phenomenon happens in teaching- learning process at the classroom.

This research focuses on the directive illocutionary act on teachers especially English teachers in Junior high school where the class in this school divided between boys and girls so this is a unique one to conduct the research even the researcher wants to investigate the directive illocutionary act where the directive is one of types of illocutionary act which is used to get an address to do something from the speaker to produce some affect to the listener and the directive is most often used for teaching- learning process in the classroom by the teachers during the teaching-learning process in the class.

1.2 The Problems of the Study

With reference to the background, the problems of the study are formulated as the following:

1. What types of directive illocutionary act are uttered by male and female English teachers at SMP Ad Durrah Medan?
2. How are directive illocutionary act realized by male and female English teachers at SMP Ad Durrah Medan?
3. Why are the directive illocutionary act realized by male and female English teachers in the ways they are?

1.3 The Objectives of the Study

In relation to the problem, the objectives of the study are

1. to investigate the types of directive illocutionary act on male and female English teachers at SMP Ad Durrah Medan,
2. to describe directive illocutionary act realized by male and female English teachers, and
3. to explain the reasons of directive illocutionary act realized by male and female English teachers at SMP Ad Durrah Medan.

1.4 The Scope of the Study

This research was focused on Directive illocutionary act used by English teachers during teaching- learning process in the classroom based on the theory used. Searle (2002) classifies eight types of directive

illocutionary act. So the researcher investigates based on the types happen on the process of teaching-learning in the classroom where types consist of males who teach female students and females who teach male students in different classes .

1.5 The Significance of the Study

The findings of the study were expected to be theoretically and practically significant

Theoretically

The findings of the study were expected to be useful for developing linguistic theory and knowledge especially that related to the pragmatic aspect of Directive Illocutionary act.

Practically

The findings are expected to be useful for:

1. the teachers, the result of this research can give brief explanation of Directive Illocutionary act for the English teacher and the students critically,
2. the students, the result of this research get more excited and appreciate on learning the pragmatic aspect, and
3. the other researchers, the result of this research can be useful as reference for other researcher wants to continue the research of Directive illocutionary act.