

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Communication allows people to socialize with each other. Fortner (2007:18) states that communication is a dynamic, symbolic process by which people in dialogue construct the meanings and share the emotion through which they understand, value, and live in society and by which both behave and justify their behavior. It means that communication is a process of delivering a message that the speaker constructs the meaning of language through their comprehension of the use of language in certain situations and contexts. In addition, Miller (2007:4) states that communication is the exchange of information through speaking, signaling, or writing. From the definition, communication is the exchange of messages from speaker to listener. The speaker will deliver a message to which the listener will give respond based on their comprehension. In communicating, people use language as a tool.

Communication takes place in the classroom as well as in everyday life. During the teaching and learning process, the teacher makes utterances naturally. It is impossible to deny that a teacher does some communication activities, such as explaining information, asking and answering questions, explaining, and providing guidance or instruction. Celce-Murcia and Olshtain (2000, p. 27) reveal that the language used in the classroom has an impact on students' learning process and progress. Therefore, the language used by teachers in the classroom is critical, as it has an impact on students' learning process.

Furthermore, the teacher's communicative activities include a group of acts known as *speech acts*, which serve a variety of functions. Speech acts deal with the utterance to perform a specific action. In basic terms, speech acts are typically described as language in action (Kreidler, 1998). The usage of speech acts is related to teachers' role because when teachers instruct students, they are fulfilling their role as class leaders. Besides being a leader, teachers have other roles in the class, including being "Authority figure, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent" (Brown, 2001: 200). To fulfill those roles, the teacher would almost certainly utilize directive speech acts, a speech act that acts to persuade the listener to do (or not do) something.

Directive speech acts are speech acts that ask someone to do something. It indicates that the listener will respond in response to every speaker's statement in order to reach the speaker's goals. It is crucial for the teacher to use it in class. Because the teacher is the one responsible for the classroom, the teacher usually has the power to direct the activities. The use of directive speech acts by the teachers reveals their authority. Having knowledge about the directive speech act, the teacher can easily control the students' behavior in the classroom, know how to respond to inappropriate behavior, and encourage the students to actively participate in the learning process.

Since directive speech act is importantly used in the teaching and learning process. The researcher wanted to analyze the directive speech act used by teachers in EFL classroom interactions. The researcher conducted pre-research on classroom interaction in X IPB 1, MAN 2 Model Medan. The data are taken from classroom

interaction through telegram. Because the school uses the 2013 curriculum, in which there are three stages of teaching and learning activities: opening, core, and closing activities. The researcher analyzed the data by categorizing them into these three stages. To analyze the preliminary data, the researcher uses Kreidler's (1998) theory. Based on theory, there are three types of directive speech acts: command, request, and suggestion.

Based on the preliminary data, it was found that there are command, request, and suggestion in the opening activity. In the core activity, the researcher found command and suggestion. Then, in the closing activity found command. In the opening activity, the teacher was opening the lesson by instructing students to fill out the attendees' list. The teacher said, "*First, fill attendees list at e-learning. Second, fill attendees list at telegram*". This utterance is classified as command since teacher gives command to students to fill the attendees' list. After that, continue with introducing the material about report text. The teacher encourages students to remember the difference between report and descriptive text. The teacher said, "*But we have to remember that there is also another text almost similar to report, but different. That's the descriptive text*". This utterance is classified as suggestion since the teacher gives suggestion to remember about the difference, so students will not be wrong to distinguish between these texts. Then, to know the students' knowledge about it teacher was requesting students to mention the difference by saying "*Would you like to mention the difference between report text and descriptive text?*". Then some of the students answer this question.

Another finding comes from the core activity, the teacher performs two types of directive speech acts. In the core activity, the teacher was delivering the lesson, by explaining the material and encouraging students to be active in the discussion. After explaining the material, the teacher gave a command to students by saying “*Answer the part of generic structure for report text*”. Then the teacher also suggests what students should do, by saying “*What do you write here as the writer, you can tell the reader about for example.....*”. So, the findings from the core activity are command and suggestion. The researcher also found different finding in closing activity where the teacher only use one type of directive speech act. Here is the example of dialogue obtained:

- Teacher(T)** : *[Send Voice Note]*  
*Okay my students. That's all for our discussion. So, you can continue to answer the question. I give you time until tomorrow at 12:00 at night. Okay. See you, bye-bye.*  
*Assalamu'alaikum warahmatullahi wabarakatuh.*
- Student(S)** : *Wa'alaikumussalam ma'am*
- S** : *Wa'alaikumussalam ma'am*
- S** : *Baik ma'am, wa'alaikumsalam ma'am*
- S** : *Wa'alaikumussalam mam*

From the dialogue above, we can see that there is a directive speech acts type of command found “*So, you can continue to answer the question. I give you time until tomorrow at 12:00 at night*”. Teacher gives a command to students to do homework and send it no later than 12.00 pm tomorrow. This is preliminary data from the closing activity. The teacher used command to ask students to do homework, after that the class is finished.

From the preliminary data result, the researcher found different types used by teachers at each stage of teaching and learning activity. Then, directive speech acts can be uttered in different ways. They can be in the form of declarative sentence, interrogative sentence, or imperative sentence. If they aren't being uttered related to these modes of sentences, it means they are uttered in indirect speech act and have implied meaning. Therefore, the researcher is interested in conducting more depth research on directive speech acts to find the implementation of directive speech acts and the reasons teachers use directive speech acts in classroom interactions. So, the researcher will find the actual reason and influence of teachers using directive speech acts on students during teaching and learning activities.

There are some previous studies related to this study. Kurniati (2017) elaborates on directive acts in English teachers' talk in classroom interaction. The researcher analyzed what classification directive acts were found in junior and senior high schools. The finding is English teachers' talk in junior and senior high schools about containing ordering and requesting acts. The other research conducted by Savitri (2017) found that English teachers used five of the five types of directive speech acts based on Searle and Yule's theory, namely ordering, commanding, requesting, advising, and recommending. Commanding dominated the use of directive speech acts. English teachers often used commanding utterances to ask their students to do something in the learning process. Therefore, Wahyuni (2019) analyzed the directive speech act used by the lecturer in a translation class. The researcher found that the translation lecturers used five of five types of directive speech acts based on Yule's theory, namely command, request, suggestion, invite, and warning.

Command dominated the use of directive speech acts. The translation lecturers often used command utterances to ask their students to do something, and the context was the teaching process in the classroom.

Based on different findings, there is a need for additional studies on directive speech acts used by teachers to find the types, the ways, and the reasons why directive speech acts are performed by teachers in EFL classroom interactions.

### **B. Problems of the Study**

In relation to the background above, the problems of the study are formulated as follows:

1. What types of directive speech acts are performed by teachers in EFL classroom interactions?
2. How are the directive speech acts performed by teachers in EFL classroom interactions?
3. Why do teachers perform directive speech acts in EFL classroom interactions?

### **C. The Objective of the Study**

The objectives of the study are formulated as follows:

1. To analyze the types of directive speech acts performed by the teachers in the EFL classroom interactions
2. To describe the way directive speech acts performed by teachers in the EFL classroom interactions
3. To investigate the reasons why teachers perform directive speech acts in EFL classroom interactions

#### **D. The Scope of the Study**

To limit this study, the researcher only conducted it with these theories. The researcher uses Kreidler's (1998) theory to analyze the types of directive speech acts, Wijana's (1996) theory to describe the way directive speech acts are used by teachers, and Amalsaleh et. al.'s (2004) theory to investigate the reason teachers perform directive speech acts in EFL classroom interactions. Then, the researcher limited this study to two English teachers who taught in different classes, X IPA 4 and XI IPA 5, in MAN 2 Model Medan as participants.

#### **E. The Significance of the study**

This study is expected to provide benefits both theoretically and practically, as follows:

##### 1. Theoretically

This study can be useful to provide information and knowledge on the study of pragmatics, especially in directive speech acts.

##### 2. Practically

- For English teachers, this study can help them understand how directive speech acts are used and how important they are in the teaching and learning process.
- For further researcher, who are interested in the study about speech act, especially on directive speech acts, the findings of this study can be useful for their reference.