TEACHER'S DIRECTIVE SPEECH ACTS IN CLASSROOM AT SMPIT TAHFIDZUL QUR'AN ULIL ALBAB KARANGANYAR

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Abstrak

Penelitian ini dibuat untuk mengidentifikasikan bentuk linguistik dari kalimat perintah yang dihasilkan oleh guru Bahasa Inggris ketika proses KBM di SMPIT Tahfidzul Qur'an Ulil Albab Karanganyar. Metode pada penelitian ini adalah deskripsi-kualitatif. Teknik pengumpulan data yang digunakan pada penelitian ini adalah observasi dan interview. Teknik yang digunakan untuk menganalisis data yaitu menggunakan model interaktif yang terdiri dari tiga langkah: pengurangan data, penampilan data dan penyimpulan data. Pada hasil temuan terdapat 62 ujaran yang menggunakan kalimat perintah. Setiap ujaran yang dihasilkan oleh guru tersebbut dikategorikan kedalam bentuk linguistiknya. Penelitian ini menunjukan bentuk linguistik yang dihasilkan oleh guru Bahasa Inggris antara lain (imperatives 43,55%, declaratives 8,06%, and interrogatives 48,39%).

Kata kunci: *kalimat perintah, interaksi ruang kelas, pragmatik*

Abstract

This research was conducted to identify directive speech act linguistic forms employed by the English teacher during learning process in SMPIT Tahfidzul Qur'an Ulil Albab Karanganyar. The method of this research was descriptive-qualitative. The collection of the data used observation, and interview. The technique to analyze the data used interactive model were: data reduction, data display, and data conclusion. There were 62 directive utterances in this research. Each of utterances were categorized into linguistic forms and classification of directive speech act. This study shows linguistic forms produced by the teacher (imperatives 43,55%, declaratives 8,06%, and interrogatives 48,39%).

Keywords: *directive speech act, classroom interaction, pragmatic.*

Introduction

Conversation cannot be separated from speech act. Austin: 1960 stated speech act is the way or action that producing meaningful language expression. Speech acts have been classified by their functions. There are five classifications of speech acts according to Yule (1996: 53-54). They are: (1) declarative/ performative speech act, the kinds of speech acts that change the world via their utterance, (2) representative/assertive speech act, the kinds of speech acts that state the speaker believes to be the case or not, (3) expressive speech act, the kinds of speech acts that state what the speaker feels, (4) directive speech act, the kinds of speech acts that speakers use to get someone else to do something and (5) commissive speech act , the kinds of speech acts that speakers use to commit themselves to do some future actions.

Speech acts occur in every situation, including in the classroom while teaching and learning process. In classroom, there are interactions between teacher and students using speech acts. During teaching and learning process, both teacher and students produce several utterances; and every utterance contains different intention. However, in classroom the use of speech acts is mostly done by teacher, that's why speech act is important in classroom implementation.

One type of speech act is directive. Directive speech acts are the most common speech acts used in our daily life. In our conversation sometimes we

direct someone to do something intentionally or intuitively. Yule (1996 :54) defines directives as the kinds of speech acts that speakers use to get someone else to do something. Besides, Kissine (2013) claims directive speech acts as reasons to act.

In the classroom, there are three teaching stages: introduction, main activities, and closing. In every teaching stage, teacher may use different types of speech acts. For example, in the introduction stage, teacher employs utterances for greeting, giving stimulus, and asking; while in the main activities stage, teacher employs utterances for questioning, ordering, or explaining. Each of the utterances has a different function, so those are different in the type of speech acts.

This study is supposed to provide an analysis of classroom language, particularly the types of directive speech act. This research intends to analyze teacher's directive speech act in teaching English. The analysis result is used to determine whether the communication using directives in the teaching and learning well-performed. Therefore, the writer decides to conduct a study which analyze the Directive Speech Act used by the teacher in classroom.

The statement of the problem of this study is discussing about the types of linguistic form of directive speech acts that are used by the teacher in the classroom. There is one objective of the study to answer that problem (to explain the linguistic forms of directive speech acts used by the teacher in the classroom).

In order to deliver credible research, the researcher included some theories from expert. Levinson (1983: 5) defines Pragmatics as the study of language use. It means that pragmatics concerned with language use, rather than with linguistic structure. As speaking of pragmatics there are speech acts as one of pragmatic principles. Searle in Huang (2007: 93) utters that the central tenet of speech acts theory is that the uttering of a sentence is an action within the framework of social institutions and conventions. Searle also divided speech acts into five types of speech acts, one of them called directive speech act. According to Yule (1996: 54), directives is a kind of speech act used by the speaker to get someone else to do something. Holmes in Richard and Schmidt (1983) proposed directive speech act into three linguistic forms, (Imperatives, Declaratives, Interrogative).

The occurrences of directive speech act in everyone interaction, including in the classroom interaction. Hedge (2000: 13) affirms that interaction is an important factor for learners in producing comprehensible outputs since it allows students to practice their language in the classroom.

This research also used previous studies as references. The previous study is similar to this study, meanwhile there are some differences. Although the previous study also about speech acts, but the sub subjects is different. The other differences are the previous studies focused on movies, while this research focused on teaching learning process.

Methodology

This study employed descriptive qualitative method. Bogdan and Taylor in Moleong (2013: 4) define qualitative study as a research procedure requiring descriptive data in form of people's written or spoken words and their behavior which can be observed. Surakhmad (2004: 139) states that descriptive method is a type of research method which uses the technique of searching, collecting, classifying, analyzing the data, interpreting the data, and drawing conclusion. The research was conducted in SMPIT Tahfidzul Qur'an Ulil Albab Karanganyar in the academic year 2020/2021 with 8th grade of female class as the place to conduct research. In this study

there were three data sources (1) events [teaching and learning process of 8th grade females' class of SMPIT Tahfidzul Qur'an Ulil Albab], (2) informants [the English teacher], (3) documents [interview forms and field notes]. In this study the author is going to use observation as the technique of data collection. Seliger and Shohamy (in Haryanti, 2001:73) say the observation is one of a family of procedures used to collect data in qualitative research. In order to analyzed the data, the author is going an interactive model technique which proposed by Miles and Huberman (2007:16-20), according to them, there are three steps (data reduction, data display, data conclusion).

Findings

The author found 62 utterances employed by the English teacher in English teaching and learning process class of SMPIT Tahfidzul Qur'an Ulil Albab Karanganyar. The author did the data analysis to find the directives speech act linguistic forms and classifications of the utterances produced by the English teacher. These utterances employed by the teacher were formed in three categories of utterances: imperatives (27 utterances), declaratives (5 utterances), and interrogatives (30 utterances). The findings of directives speech act linguistic forms and classifications were recapped on the table below.

Table 4.1. Linguistic Forms of Directives Speech Act

No	Linguistic Form	Number of Utterances	Percentages
1	Imperatives	27	43.55%
2	Declaratives	5	8.06%
3	Interrogatives	30	48.39%
Total		62	100%

Discussions

This study discovered that the teacher used directive speech acts in various purposes. The teacher frequently used directive utterances in the forms of interrogative directives. It could be seen from the study result that present 30 out of 62 utterances were interrogative forms of directive speech acts. The teacher produced this form of directives speech acts because he wanted the students to give a spoken reaction by answering the question. The answers were supposed to gain rich knowledge of the students either from theory or their own knowledge.

In addition, the students were expected not only to comprehend what the teachers taught in the class, but also to get more active in the class by giving proper answers, giving feedback about the teaching and learning process. The teacher was also expected to use the directive speech acts as an encouragement, the students were able to get more creative and gain rich knowledge by at least expanding their vocabularies. By all those prospects, the learning output in teaching and learning process could significantly increase in terms of quality.

Conclusions

From the research findings, it reveals that the teacher preferred to use interrogative linguistic forms. It can be seen with almost 50% of his directive speech utterances were in forms of interrogative.

Suggestions

Based on the conclusion, there are some suggestions, as follows: (1) The English Department Students are expected to learn more about pragmatics, particularly on the directive speech acts. By comprehending directive speech acts, the students will be more careful of using language. Thus, in order to instruct someone, the students are capable to avoid misconceptions in interpreting the meaning. (2) This study suggests the English teachers need to use directive speech acts properly in terms of pragmatic. Since the student's abilities are not in the same levels of English language acquisitions, the teachers shall use directive speech acts suitable in mostly scenarios to maximize the learning output. (3) This research is restricted only to analyze directive speech acts linguistic forms and classifications produced by English teacher. Consequently, it is expected that the restriction of this research will inspire other researcher to conduct similar research to analyze more features about speech acts, particularly in directive speech acts.

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