

CHAPTER I

INTRODUCTION

This introduction chapter presents background of the research, research problems, objectives, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In everyday life, people who are essentially social beings and often interact with each other cannot be separated from language. Oral language and written language are actually used to communicate. Besides, it is the subject of linguistics, the study of language. Linguistics, as the science, is divided into several branches including Phonology, Morphology, Syntax, Semantics, and Pragmatics.

One of the branches of linguistics is pragmatics. It has some definitions from the experts. Pragmatics studies the use of language by humans as determined by the condition of society (Mey, 2001:6). It means the language that people use depends on the social condition where they live. However, Yule (1996:3) states that pragmatics is the study of speaker's meaning. It is more complicated than others because it has the contextual meaning between the speaker and hearer; the meaning from the speaker is sometimes difficult to understand.

Pragmatics is the study of relationships between linguistic forms and the users of those forms (Yule, 1996:4). The definition of pragmatics is different from other subfields. Syntax analyzes a sentence; semantics analyzes the connection of words to things, whereas pragmatics analyzes linguistic acts and the context. The study of pragmatics includes context, deictic, presupposition, implicature, and

speech acts. The speech act is one of central point of pragmatics in this research. According to Yule (1996: 47), a speech act is generally defined as “An action via utterances”. The utterances do not only contain the grammatical structures and words, but also contains the actions in the utterances. Whatever the people speak via their utterances have some consequences through the action. In short, a speech act means the act done in the process of speaking (Horn, 2006:53).

The study of speech acts began with Austin’s lectures (1962) known as *How to Do Things with Words* at Harvard University in 1955. According to Austin, (1962: 5) all the sentences do not only describe or report something. In conversation, people do not only speak but there is an action behind it. Austin divides speech act in two kinds, constative and performative. Constative is only the statement of the sentence but performative is the utterance to do something. Then, the utterance has three ways among the kinds of acts that are performed in language. They are locutionary, illocutionary, and perlocutionary acts (Horn, 2006:54).

According to Searle (1969:16) the reason for concentrating on the study of speech acts is simply this: all linguistics communication involves linguistics acts. The unit of communication is not, as has generally been supposed, the symbol, word or sentences, or even the token of the symbol, word or sentences, but rather the production or issuance of the symbol of word or sentence in the performance of the speech act. To take the token as a message is to take it as a produced or issued token. More precisely, the production or issuance of a sentence

token under certain condition is a speech act, and speech acts (of certain kinds to be explained later) are the basic or minimal unit of linguistic communication.

Utterance has become a focus of speech act analysis. It can be seen in conversation and particular sentence structure. Each utterance or conversation of course depends on the context and the situation of the speaker and hearer. Besides, the meaning of a sentence has relation to the speech acts that have formal realizations in the forms of utterances. The simplest case of this meaning is the one in which the speaker utters a sentence and means exactly and literally what he says (Searle, 1969:59). The success in communication can be accomplished although the speaker chooses the incorrect words or incomplete sentences grammatically, but the meaning can be still understood by the hearer. So, in speech acts there is always the meaning of the hearer as well as the speaker. When someone spills on you and says "Oops", it can be his apology indirectly because he has done it on you. It shows that the utterance has another meaning behind it. It also means as apology without saying *sorry* or *regret*, but he hides it with the word "Oops".

An analysis of speech acts tries to find out the speaker's intonation. The speaker talk to the hearer to assert beliefs, request a help, promise something, express his feeling, ask for information, and so forth. In the same situation, the hearer records beliefs, provides the help, record the promise, recognizes the felling, and provides information for the speaker. Mainly, the speaker who uses the utterances can express his message explicitly or implicitly to in communication. A question can be used for asking something, and there is an

utterance to ask someone to do something. Then, these chases can be analyzed by the speech act analysis of communication.

Furthermore, the implementation of language function is not only directly realized in the materials because the teaching and learning of English in school involves the use of English in the classroom. The teacher not only teaches the language through the material but he or she also uses the language directly in the classroom. The teacher's instruction itself is also realized by means of language function such as greeting, sequencing, giving instructions, asking questions, and replying the questions (Hughes, 1984: 6-8).

Harmer (2007: 36) states that "the most important instrument as teachers is their voice". From the statement above it can be said that the teacher need to be considered about how they use their most valuable asset, namely their voice. How they speak, what their voice sounds like, and what kinds of language they use have crucial impact on classes. In classroom teachers can act as controller, a prompter, a participant, a resource, and a tutor (Harmer, 2007: 108-109). Harmer (2007: 25) also describes the role of teacher as a assessors, telling the students how well they have done or given them grades, etc. Most of the teacher's roles need their voices. During teaching and learning process teacher should vary the quality of their voices and the volume they speak according to the type of lesson and the type of activity. For example, the kind of voice teachers uses to give instructions or a new activity must be different from the voice when they give new information or informal exchange of view.

Xiao (2006) states that the kind of language used by the teacher in managing the class is known as teacher talks (TT). Richard *et al* defines teacher talks as “a variety of language sometimes used by the teacher when they are in the process of teaching”. Rod Ellis (1994) has formulated his own view about teacher’s talk; “Teacher’s talk means the teacher addresses the classroom language learner differently from the way that they address other kinds of classroom language learners”. Furthermore, Tony Lynch (2010: 6) also formulated his view about teacher’s talks, “that is the language typically used by the teachers in foreign language classroom”. Teacher’s talk involves many aspects of teaching such as giving explanation, instruction, assessment, questions, correction and many others

The language functions themselves are essentially the purposes that speakers accomplished with language. According to Richard (1965:153) on *Longman Dictionary of Applied Linguistic*, language is system of human communication by means of the structured arrangement of sound (or their written representation) to form larger unit, e.g. morphemes, words, sentences. The speaker may use the language for stating, requesting, responding, greeting, thanking, and so on. Under the discussion of pragmatics, the language function is studied in speech acts (McCarthy, 1991: 9-10). Speech acts deals with the utterance to perform a specific action. In simple words, speech acts is often said as language in action (Kreidler, 1998).

If we refer to other concepts of speech acts, every utterances essentially contains three dimensions: locutionary act, illocutionary act, and perlocutionary

act. Locutionary act is what the speaker says, illocutionary act is what the purpose of what speaker says, and perlocutionary act is the effect of what the speaker says (Cutting, 2002: 16). From those of the acts, Yule (1996: 49) states that illocutionary acts are the most often discussed acts in pragmatics. Even, the concept of speech acts is narrowed down to the illocutionary acts.

In this research, the researcher chooses English teachers' talk in classroom interaction in SDI Al Azhaar Tulungagung and SMPI Al Azhaar Tulungagung as the object of research and observing and as well as source of the data, specifically, the researcher is interested in finding out the comparison of directive acts found in English teachers' talk in classroom interactions in SDI Al Azhaar Tulungagung and SMPI Al Azhaar Tulungagung. The researcher chooses SDI Al Azhaar Tulungagung and SMPI Al Azhaar Tulungagung because they have a lot of achievements in English competitions and have good education quality because they also use the curriculum of 2013 as the latest curriculum.

There is a study on illocutionary acts, by Zulaiha (2015) who researched under the title *Directive Acts Used by the Main Characters in the Movie Script "Around the World in 80 Days" by Frank Coraci*. In the research, Zulaiha (2015) used library research by approaching descriptive quantitative. In that case, the subject of that research is the movie script "Around the World in 80 Days" by Frank Coraci.

Nurani (2015) presented her study about *A Pragmatic analysis of classroom speech acts in the English Teaching and Learning Process at SMAN 1 Purworejo*. The research design used descriptive quantitative research. The object

of that study was utterances of English teacher of grade X IBB during the teaching and learning. That study observed speech acts performed by the teacher, namely representatives, directives, expressive and commissives.

Kusumo (2015) presented in his study about *A Pragmatics Analysis of Illocutionary Acts in English Teaching-Learning Process at SMAN 1 Wates Kulon Progo*. The research used descriptive quantitative and the data of that research were the English utterances performed by the English teachers of SMAN 1 Wates. The result of the research show that there are four types illocutionary acts performed by the English teacher in classroom communication. They are representatives, expressive, directives, and commissives.

In the present study, the researcher gets that similarity and differences between my research and their research. The similarity with Zulaiha (2015) is the theme is same researching about directive acts, but the difference is my research only focus on types of directive acts of English teachers' talk and she focus on movie script by Frank Coraci. Then, the similarity with Nurani (2015) is the theme is same researching about speech acts of English teacher, but the difference is my research only focus on types of directive acts of English teachers' talk and she focuses on the all types of speech acts based on Searle's theory. And the similarity with Kusumo's thesis (2015) is the object is same about English teacher classroom interactional, but the difference is my research only focus on types of directive acts of English teachers' talk and he focuses on types of illocutionary acts.

According to the explanation above, the researcher wants to conduct a research about analysis of directive acts found in English teachers' talk in SDI Al Azhaar Tulungagung and SMPI Al Azhaar Tulungagung with descriptive quantitative as the research design. Therefore, the researcher is going to conduct the research entitled "*Directive Acts Found in English Teachers Talk in Classroom Interaction*". Hence, the researcher is going to conduct a quantitative descriptive.

B. Research Problems

According to the background of the research above, the researcher formulates four kinds of research problems as stated below:

1. In what classifications are the directive acts found in English teacher's talk in classroom interaction in Elementary level?
2. In what classifications are the directive acts found in English teacher's talk in classroom interaction in Junior High School level?
3. How directive acts are formally realized in both levels of education?
4. How are the comparisons of the frequency of occurrences of directive acts found in both levels of education?

C. Objectives of the Research

Based on the research problems above, the objective study can be shown in the following sentences:

1. Finding out categories of directive act which are found in English teacher's talk in classroom interaction in Elementary level.

2. Finding out categories of directive act which are found in English teacher's talk in classroom interaction in Junior High School level.
3. Finding out how the directive acts in both level of education are formally realized.
4. Finding the differences of the uses of directive acts in both level of education.

D. Significance of the Research

It is expected that the results of this research is useful for:

a) The English Teachers

The results of study useful to help the English teachers obtain the variety of illogical, directive acts and their formal realizations, which must be of worthwhile inputs for writing an English Speaking Learning material and experience. The English teacher can took some samples from this study to teach the English learners since this study gives an acceptable model in directive acts based on the context in their written or spoken. The English teachers also can took some samples from this study to create various learning materials.

b) The Reader

The readers can learn the way of directive acts and formally realize based on the context and the reader also can know how to realize it in their daily lives.

c) The Other Researchers

It is hoped that the findings of this research can be used as a reference for further research of pragmatic study in classroom conversation in English language education.

E. Scope and Limitation of the Research

This research was executed under the following restrictions:

- a. It focused on directive acts. It means that pragmatics occurring in the English teachers talk in classroom interaction order than directive acts were excluded.
- b. This research is limited on directive acts found in the differences of the uses of directive acts both of English teachers in SD Islam Al Azhaar Tulungagung and SMP Islam Al Azhaar Tulungagung.

F. Definition of Key Terms

In order to make the readers understand about the words that are provided in this research, the researcher provides some definitions of key terms as follows:

1. Directive act

According to Yule (2006:54), directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestion, and they can be positive or negative. In addition, based on Cruse (2000; 342), directives acts have a intention of eliciting some sort of action on the part of the hearer; order, command, request, beg, beseech, advise (to), warn (to), recommend and ask (to).

2. Teacher's talk

Richards *et al* (1993: 375) defines teacher talk as “a variety of language used by teacher when they are in the process of teaching”. Ellis (1994) has formulated his own view about teacher talk: “Teachers’ talk means the teachers’ address to the classroom language learner differently from the way that they address other kinds of classroom language learners”.