

TEACHER TALKS ANALYSIS ON DIRECTIVE SPEECH ACT IN CLASSROOM AT LAB. SCHOOL SMP UNISMUH MAKASSAR

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ABSTRACT

This study aimed to figure out the types of directive speech that used in the process of teaching and learning English in the classroom and to find out directive speech act function based on the respons of the students in the process of teaching and learning English in the classroom. This study applied descriptive qualitative method in order to figure out the types of directive speech that used in the process of teaching and learning English in the classroom and to find out directive speech act affect the students in the process of teaching and learning English in the classroom. The subject of this research only one teacher as English teacher in that school and also students respons in third grade at Lab. School SMP UNISMUH Makassar. The result of the research show there are five types of directive speech used by the teacher in teaching and learning process in the classroom. They are requesting, commanding, forbidding, inviting and suggesting. And also the writer found the function of directive speech act. There are : Command was indicates the function of the teacher, who play role as the manager of the class, having power in another form, and authority to influence student behavior. The function of invitation is in accordance with the role of the teacher in the classroom who always give order to the students and rarely ask for help from the students. The function of suggesting is the most common way of the teacher that effect provide solutions for the students. The function of forbidding to remain and tell the studenqts to obey the rules spoken by the teacher and to make them pay attention to the teacher. Request is a directive function performed by the speaker to ask people to do something what speaker wants in polite ways.

Key words : Directive Speech Act, Pragmatic , Teaching

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis tindak tutur kata langsung yang digunakan oleh guru dalam proses belajar mengajar bahasa Inggris didalam kelas dan untuk mengetahui fungsi tindak tutur kata langsung berdasarkan respon siswa dalam proses belajar dan mengajar bahasa Inggris di dalam kelas. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengetahui jenis-jenis tindak tutur kata langsung yang digunakan dalam proses belajar mengajar bahasa Inggris di dalam kelas dan untuk mengetahui fungsi tindak tutur kata langsung mempengaruhi berdasarkan respon siswa dalam proses pengajaran dan pembelajaran bahasa Inggris di dalam kelas. . Subjek penelitian ini hanya satu guru yaitu guru Bahasa Inggris di sekolah itu dan juga respon siswa di dalam kelaskhususnya kelas tiga di Lab. School SMP UNISMUH Makassar. Hasil penelitian menunjukkan ada lima jenis tindak tutur kata langsung yang digunakan oleh guru dalam proses belajar mengajar di kelas. Kelima itu adalah meminta, memerintah, melarang, mengundang dan menyarankan. Dan juga penulis menemukan fungsi tindak tutur kata langsung. Yaitu: Perintah untuk menunjukkan pengaruh guru, yang berperan sebagai pengelola kelas, memiliki kekuatan dalam bentuk lain, dan wewenang untuk mempengaruhi perilaku siswa. Fungsi undangan sesuai dengan peran guru dalam ruang kelas yang selalu memberi perintah kepada siswa dan jarang meminta bantuan dari siswa.

Fungsi dari memberi saran adalah cara yang paling umum dari guru yang memberikan solusi bagi siswa. Fungsi dari melarang untuk tetap dan memberi tahu siswa untuk mematuhi aturan yang diucapkan oleh guru dan untuk membuat mereka memperhatikan guru. Permintaan memiliki fungsi pengarahan yang dilakukan oleh pembicara untuk meminta orang melakukan sesuatu yang diinginkan oleh pembicara dengan cara yang sopan.

Kata Kunci: *Tindak tutur kata langsung, Pragmatik, Pengajaran*

INTRODUCTION

Language is one of the keys to communication. According to Owen (2006:1) *language can be defined as a socially acceptable code or conventional system to deliver concept through the use of symbols and combinations of the desired symbols that are governed by provisions.* So, language is a communication tool used by society which consist of symbols and meaning.

As mentioned earlier, speech acts are vitally important to the teaching and learning process. It is justified since the acts of transmitting knowledge, organizing activities, controlling classroom, and giving instructions are done through teacher talks that contain the speech acts. Having sufficient knowledge of pragmatics especially speech acts is also of great importance in order to minimize misunderstanding during the teaching and learning process. This is also supported by the fact that in today's language teaching, students are not only demanded to possess grammatical competence but also pragmatic competence. Communication barrier will not happen if both teachers and students possess good pragmatic competence. Thus, it can be said that the failure or success of teaching and learning is greatly determined by the appropriate use of speech acts.

However, sometimes it is difficult to understand what the teacher says in the acts; thus, it often causes misunderstanding in interpreting the messages. This research occurs in LAB. SCHOOL SMP UNISMUH MAKASSAR particularly to the teachers with their status as foreign language. They tend to get difficulty since the production of directive speech acts are varied in the forms and functions. The

understanding of the utterances also depends crucially on the actual contexts and the pragmatic knowledge, especially directive speech acts.

In the classroom, the teacher and students do communicate each other to get their purposes. The teacher and the students interact with each other to reach their goals in the classroom. One of the communications that applied by teacher is directive speech acts. Directive speech acts are used by a speaker who attempt to get addressee to carry out an action such as requesting, advising, commanding ,challenging, inviting, daring, and entreating. It means that every speaker's utterance, the hearer will act to achieve what the speakers wants. It is very important to be used in classroom interaction by the teacher. Having an understanding about the directive speech act, the teacher can easily to control the students' behavior in the classroom and know how to responds inappropriate behavior, invite the students to active in learning process, know about the function of directive speech acts in interaction classroom.

MATERIALS AND METHOD

A. Materials

Pragmatics.

a. Definition of Pragmatic

Levinson (1983: 5) characterizes that pragmatics is the investigation of language use, that is the investigation of connection among language and setting which is essential to an account of language understanding which includes the creation of inductions which will interface what is said to what is commonly expected or what has been said previously.

Speech Acts

a. Definition of Speech acts

An action that performs through language is called as speech act. Austin (1962) defines speech act as the actions performed in saying something. Aitchison (2003:106) defines speech act as a number of utterance behave somewhat like actions. He also states that when a person utters a sequence of words the speaker

is often trying to achieve some effects with those words; an effect which might in some cases has been accomplished by an alternative action.

b. Classification of Speech acts

Classification of speech act classified by Searle. Searle (1969: 23-24) starts with the notion that when a person speaks, he/she performs three different act, i.e. utterance acts, propositional acts, and illocutionary acts. Utterance acts consist of simply of uttering strings of words. Propositional acts and illocutionary acts consist characteristically of uttering words in sentences in certain context, under certain condition, and with certain intention. He gives five classifications for illocutionary acts there are representatives or assertives, directives, commissives, expressives and declarations.

Directive Speech Act

a. Definition of Directive Speech Act

Directive is used when the speaker wants the hearer to do things for him or her. Searle (in Levinson, 1983:241) gives the notion of directive as the utterance which is used by a speaker to get the hearer to do something. Similarly, Holmes says that directive is a linguistic utterance which is meant to ask someone to do something (1992:239).

b. The classification of directive speech acts

According to Searle (2005) stated that directive speech acts includes some actions, such as commanding, requesting, inviting, forbidding, and suggesting. Those forms can be described as follow:

1. Commanding

Command is an order, a compelling task given to an inferior or a machine. For example: *“Enter the disk!”*

2. Requesting

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/she will perform the action in the normal course of events (Searle 1969). By initiating a request, the speaker believes that the hearer is able to perform an action.

e.g. Would you mind to bring my bag because my souldier was sick?

3. Inviting

The act of inviting can be defined as an attempt to get the addressee to attend or participate in a given event or carry out an action, which is supposed beneficial to him/ her. The speaker is bound to a potential future action, which involves allowing or facilitating the state of affairs in which the addressee will carry out the action expressed in the invitation (if one invites someone to a party, one will then have to allow that person to take part in it).For example: “*Can you come?*”

4. Forbidding

Forbidding is the propositional negation of ordering. Thus, to forbid, a hearer to do something is just to order him/ her not to do it.

e.g. Don't disturb me !

5. Suggesting

Suggestion is the process by which one thought leads to another especially through association of ideas. It is related to something that should be done by the hearer. The utterance is transferred to the hearer in tactful way, so that the utterance will not make the hearer being offended.

B. Method

This research was employed descriptive qualitative approach since the main focused of this research was on described the phenomenon of language used.

The main subject of this study would be the English teacher of third grade students of LAB. SCHOOL SMP UNISMUH MAKASSAR due to the English teacher in this class usually teach in English. The English teacher who teach in this program only one teacher. Besides, the researcher also applied the students of third grade of LAB. SCHOOL SMP UNISMUH MAKASSAR as the subject of the research.

The researcher choose the third grade of LAB. SCHOOL SMP UNISMUH MAKASSAR as the subject or informant of this research, which consisted of two classes and the researcher only observed in IX A 1 and IX A 2 .

In collecting data, the instrument of the research were observation sheet, collecting data form and documentation.

FINDINGS

1. Types of directive speech acts spoken by The English teacher of the third grade students of LAB. SCHOOL SMP UNISMUH MAKASSAR.

The table below is the number of types of directive speech act in the classroom.

Tabel 1. Types of directive speech acts spoken

No.	Types	Number
	Requesting	14
	Commanding	10
	Suggesting	2
	Inviting	1
	Forbidding	1
TOTAL		28

As it is shown in the table, the types of directive speech acts realized in the third grade at Lab. School SMP Unismuh Makassar texts are command, request ,suggestion, invitation and forbidding. We can see from the data that are 28 containing types of directive speech acts.

The function of directive speech based on respons to the students in the process of teaching and learning English in the classroom.

The data shows that there are five function of directive speech acts based on the students respons in the process of teaching and learning English in classroom found at Lab. School SMP Unismuh Makassar.

a. Requesting

Request have function to get the hearer to do something in circumstances in which it is not obvious that he/ she will perform the action in the normal course of events and asking someone for something in politely.

b. Commanding

The function of command that show the authority of the teacher as a superior in the classroom.

c. Suggesting

The function of suggestion for the students is giving advice to make someone better next time This, indicated that the teacher sometimes applied suggestion for the better of the students and to remain them when they are making a mistake in doing the task. The teacher will suggest for the right answer or the right action for the mistake.

d. Forbidding

The function of forbidding is for the teacher to make the students more dicipline.

e. Inviting

The function of invitation is in accordance with the role of the teacher in the classroom who always give order to the students and rarely ask for help from the students.

DISCUSSION

1. Types of directive speech acts spoken by The English teacher of the third grade students of LAB. SCHOOL SMP UNISMUH MAKASSAR .

This part contains the explanations of the data findings in reference to data analysis. There are five types and functions of directive speech acts found in this research. The types of directives used by the teacher in classroom at Lab. School SMP Unismuh Makassar are 28 directive: 10 command, 14 request, 2 suggestion, 1 invitation and forbidding.

a. Requesting

In this analysis, the writer has found 14 utterances of request. The data of request utterance is shown in datum. Two of them are :

1. M-1/ 01/ 00.01.00

Could you repeat again ?

In the classroom at 08.00, in IX A 1. The teacher open the class and asked the students the material last meeting. The act sequence was the English teacher said this utterance in enjoyable tone. Key of this utterance was considered as direct speech act. Instrumentalist of this utterance is oral spoken. The norm is the teacher saying the utterance in normal intonation. The genre is classroom teaching learning.

2. M-1/02/00.01.27

Could you give me an example.

After students have been heard the explanation about the material of agreement and disagreement, the teacher requested to the students to give more example about expression agreement and disagreement. The student were enthusiastic to gave more example about agreement and disagreement.

b. Commanding

In this analysis, the writer has found 8 utterances of command. An example of command utterance is shown in datum. Two of them are :

1. M-1/ 08/00.17.38

Read the continue text !

In this situation, in the middle discussion and the noisy condition the teacher command the other group to continue read the text. The students read it together clearly.

2. M-1/09/00.18.42

Read telling about the response of motivated

It was still the same situation and discussion still continue but noisy condition the teacher command the other group to continue read the text with decisive tone. The students read it together clearly.

c. Suggesting

In this analysis, the writer has found 2 utterances of suggestion. The data of suggestion utterance is shown in datum are:

1. M-1/ 03/00.07.48

You should practice.

In the first meeting at IX A 1 at 08.15. In the middle explanation about the material, the teacher explained about how important to knowing and understanding about English. Practice and practice is the way to make the students fluently speak English. So, the teacher suggested the students to practice their English in every situation especially when they meet with her.

2. M-1/11/00.39.30

I suggest you if you get difficult you may ask me

In the class at the discussion session the teacher suggested the students if they were got difficult to understand the material the students can ask the teacher. In this situation every students were focus on the duty and if they were did not understand they come to the teacher to asked.

d. Forbidding

In this analysis, the writer has found 1 utterances of forbidding. The data of forbidding utterance is shown in datum are:

1. M-1/05/00.09.33

Tidak usah buka kamus mengambil waktu itu kalau buka kamus.

The teacher explained all the material. Then, the teacher was stressed to the students for asked her if they did not understand the meaning if the teacher used English in the instruction. They were not allowed to open their dictionary because

it would be take long time. It was why the teacher makes this statement to warn his students to asked the teacher if they got difficult.

e. Invitating

In this analysis, the writer has found 1 utterances of invitation. The data of invitation utterance is shown in datum are:

1. M-1/07/00.17.00

I will invite you to practice in front of the class

The teacher said this utterance on that time, the teacher explained about asking someone plan and she provided the group to created their plan to practice in front of the class. By saying this utterance, the teacher was meant to invited the students for practice their expression about asking someone plan, the teacher gave additional point for this material.

2. The function of directive speech act based on the respons to the students in the process of teaching and learning English in the classroom.

According to Searle (2005) directive speech act is classified into five types. He proposed it into command (order), request, invitation, suggestion, and warning (prohibition). Based on this theory, the researcher finds the effect of directive speech acts employed by the English teacher to the third grade students of Lab. School SMP Unismuh Makassar in the teaching and learning process in the classroom are command or order, invitation, suggestion, request, and forbidding.

a. Requesting

request is asking someone for something in politely. There are 14 data asevidence the response of students about directive speech acts function considered as request found in the analysis of the data, performed in the data number; 01, 02, 04, 06, 12, 13, 14, 17, 18, 19, 23, 24, 26, 28. Requesting is the most important of all functions to teach, because it is used often and in all situations.

b. Commanding

There are 8 directive speech acts considered as command or order. They are performed in the data number: 08, 09, 10, 15, 16, 20, 21, 22, 25, 27. Directive speech acts in the form of command or order is one of the most common of speech

applied by the teacher in the process of teaching and learning in the classroom. According to Yule (1996), in saying command the speaker gives an authoritative using direct or indirect speech act.

c. Suggesting

Suggestion expression is the statement for giving advice to make someone better next time (Yule, 1996). There are 2 data as evidence the function directive speech acts of suggestion found in the analysis, they are performed in the data number 03 and 11.

d. Forbidding

Forbidding is telling someone about a possible danger or difficulty. Warning is usually stated by using positive imperative which give positive treatment or effect (Yule, 1996). According to the analysis of the data, there is one data which included in the types of forbidding, It is performed in the data number 05.

e. Invitating

According to the data analysis, there is only one type of directive speech acts considered as invitation. It is performed in the data number 07, and this indicated that invitation is rarely applied in the teaching and learning process of English in the classroom.

CONCLUSION

Here, the conclusions provide the final response to the research questions stated in the beginning of the paper. With these conclusions, the research objectives are met. It is presented as follows:

The writer found 28 data of types of directives which are taken from third grade at Lab. School SMP Unismuh Makassar. It consists of several types, they are 10 command, 14 request, 2 suggestion, 1 invitation, and 1 forbidding.

And also the writer found the function of directive speech act based on the respons of the students. There are : Command is indicates the function of the teacher, who play role as the manager of the class, having power in another form, and authority to influence student behavior. Invitation function is in accordance with the role of the teacher in the classroom who always give order to the students

and rarely ask for help from the students. Suggestion is the most common way of the teacher that provide solutions for the students. Forbidding is to remain and tell the students to obey the rules spoken by the teacher and to make them pay attention to the teacher. Request is a directive function performed by the speaker to ask people to do something what speaker wants in polite ways.

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