

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Lecturer's capability helps students to achieve more insight in their study. However, there are some lecturers who are not able to direct and instruct their students well. Directive illocutionary act is part of speech act which focuses on making someone else do something that the speaker desires (Kreidler, 1998). In university lecture, directive illocutionary act is used to make the students do tasks related to the study plan. However, in some cases, lecturers are not able to truly fulfill their role to direct the students whether in achieving the objective of a class or managing the students do the right task properly (de Jager & Evans, 2013; Hadiyanto, 2016; Önder, 2016). Incapability to give a proper direction and instruction will make a lecturer fail to achieve the purpose of a lecture. That is why lecturers have to have capability in giving direction (Roliani, Asi, & Luardini, 2019).

Lecturer's skills in giving direction implies their capability in encouraging student's critical thinking as well as improving their soft skills (Pica, Young, & Doughty, 1987). Lecturers' capability in teaching helps them to fulfill the purpose of class as well as enhancing the students' critical thinking that will be useful for their future career (Afrianto & Gulo, 2019; Puspita & Amelia, 2020; Rido, 2020a). In lecturer's case, understanding how direction is properly given helps them to direct the class properly as their learning contract stated, thus, helping the students to develop their skills and soft skill in relation to job world such as meeting and discussion (Rido,

2020a, 2020b). This act of implementing directive illocutionary act in lecture is a must and has to be used since the lecturer holds the authority as the one who has the responsibility to the students' development (Bahing, Emzir, & Rafli, 2018). Thus, in a chance a lecturer failed to properly direct their students, there is a probability that it will lead to students' failure in understanding the subject. Direction is given to ask the students to do a task or two. Lecturer's incapability to direct their students will make the students unable to follow the lecture, thus, unable to fulfill the purpose of a lecture. Also, unable to properly direct someone will lead to misunderstanding that commonly happens in communication, moreover in the context of English as Foreign Language learners (Puspita, 2019; Hutaurok & Puspita, 2020). This failure, thus, will null the effectiveness of learning process.

Some studies related to directive illocutionary act and lecture have been studied previously. A study by Hidayati, Zen and Bast (2017) proves that higher level of education mostly implements imperative directive utterance in their class followed by suggestion and interrogative (request) with negative directive as the less used one. Different from previous studies, Siritman and Meilantina (2020) conducted their study in the level of University. The location is focused on classes in Education faculty. Their study proves that illocutionary speech act of directives has a higher social status in an interaction, the use of directive is strictly related to the speaker's context, and directive is used to make the class interactive. Prasetyo & Mulyani (2018) conducted their study in the level of senior high school. Their study employed qualitative approach. In gathering the data, they use observation, recording and then transcript the recording. Their study proved that the use of

directive can show the teacher mastery in three different skills: subject mastery, delivery mastery, and interactive mastery. Lastly, Stephenson (2020) tried to examine how directives are used by University students when they are having a discussion. The analysis found that the relative deontic strength of a directive can be mitigated via a speaker's design turn, directive with low entitlement tend to be accepted, and directive with high entitlement tend to be rejected.

The study of directive illocutionary act in Indonesia has been done several times in the past, however, almost all of those studies are on lower education level or not focused on English Literature Department. Thus, it is important to fill this gap by conducting this research in University level, moreover in English Literature department. This research will investigate directive utterance implemented by English Literature department lecturer in their classes.

## **1.2 Research Question**

In accordance to background of the study, the research questions are formulated into two questions.

1. What are the types of directive illocutionary act used in English literature lectures?
2. How do English literature lecturers implement directive illocutionary act in their lectures?

## **1.3 Research Objective**

In accordance to the research question, this research has two research objectives.

1. To reveal what types of directive illocutionary act used by English literature lecturers in their lecture activity.
2. To investigate lecturer's implementation of directive illocutionary act in English literature lectures.

#### **1.4 Uses of Study**

This study is expected to contribute both theoretical use and practical use.

##### **1.4.1. Theoretical Use**

The skill of lecturer or lecturer when giving direction to their students is critical in learning process as it gives direct impact when the classes is taking place. By this research, the use of directive utterance in English Literature classes can be observed, hence, giving an insight as to how directive is being implemented in English Literature.

##### **1.4.2. Practical Use**

The analysis of this study may also give a new insight for lecturer to improve their skills in giving directions and instruction. It helps lecturer and educators in general in planning and implementing study session as well as evaluating how the students' response towards the use of directive illocutionary act, hence, encouraging them to be more critical and improving their skills overall.

### **1.5 Scope of Study**

The study will focus on directive illocutionary act concept by Kreidler (1998). The directive illocutionary act is divided into command, request, and suggestion. The study focuses on the directive utterance of lecturer in the transcription. The transcriptions themselves are taken from two lectures of English Literature department.