

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teachers' capability in the class could help the students to improve their skills. However, based on de Jager & Evans, (2013) there are some teachers who cannot give the direction or instruction to their students well, whether in accomplishing the course's goal or supervising them as they complete their work. A teacher's prowess in delivering effective instruction is pivotal. This proficiency hinges on possessing a solid command of the language, which enables them to articulate concepts clearly and respond to students' queries adeptly. Equally vital is their adeptness in employing diverse pedagogical techniques that cater to varied learning styles and aptitudes, thereby fostering an engaging and inclusive atmosphere. Adept classroom management ensures an environment conducive to learning, while adept communication involves both conveying ideas effectively and attentively comprehending students' input. Therefore, a teacher's effectiveness rests on their adeptness in conveying instructions and eliciting specific actions from students.

Directive illocutionary act is a part of speech acts that studies on getting the listener to do what the speaker wants (Kreidler, 2013). In an English language classroom, directive illocutionary acts are used by the teacher in the class to make the students to do the tasks based on the study plan. A study plan is usually made by the teacher to fulfil the needs of the students (Rido, 2020) and to ensure they achieve the study plan, directive illocutionary acts are important to use by the teacher in the class while conveying the material. Proficiency in using these

illocutionary acts, such as giving commands, making requests, or offering suggestions, is crucial. A teacher must possess clear and precise communication skills to ensure that students comprehend the intended tasks accurately. This involves employing appropriate intonation, vocabulary, and nonverbal cues to convey directives effectively. Additionally, understanding cultural nuances and context is essential, as the way directives are interpreted can vary across cultures. The ability to seamlessly integrate these directive illocutionary acts into the classroom dynamic empowers teachers to guide learning, facilitate activities, and cultivate an environment of active participation and engagement. Because of that, if the teacher is unable to direct someone effectively, it will be seen at the end of the class, the student will not get the purpose of the teaching-learning process linked to the study plan, especially for people who do not speak English daily (Hutauruk & Puspita, 2020; Puspita, 2019).

When a teacher instructs students, he/she must do so correctly to gain the students' understanding. The capacity of teachers to educate and assist students in achieving the goals of the course will be helpful in their future careers or their purposes after finishing their program (Afrianto & Gulö, 2019; Puspita & Amelia, 2020; Rido, 2020). Therefore, there is a potential that if a teacher fails to guide their students appropriately, it would be seen how students understand the material. Because of that, instruction in the class should be clear and make the students understand how to act. Teachers should know how to direct instruction in the class to get the students to understand the direction's meaning. Thus, it is crucial to discuss pragmatics theory in speaking English class in a course context. Based on Yule (1996), pragmatics is the study of

meaning produced by the speaker or writer, and the listener will understand the utterances produced by the speaker. Consequently, pragmatics fits in this study to examine utterances produced by teachers that lead the class clearly to make students understand what they said and do the teacher's command, suggestion, or request ideally.

Command, request, and suggestion are utilized in social interaction in the classroom during the teaching and learning process since everyone needs something to do or assistance from others (Rayhana, 2020). Thus, the study examined the specific types of directive illocutionary acts employed by the teacher in speaking English class at English language course and how the teachers' implementation of directive illocutionary acts in speaking English class at English language course. In Bandar Lampung, there is one English language course that is partnered with several educational institutions and organizations. English language course gives writers the confidence and chance to study the teaching and learning process of speaking English in a 90-minute, twice-weekly class. Every week, speaking English classes are held as part of the English language course' effort to improve student proficiency through frequent gatherings and give students more opportunities to speak English freely.

Some studies on directive illocutionary acts conducted in the educational context have been studied previously. Prasetyo & Mulyani (2018); Rahim (2022); Yanti et al., (2021) investigated teachers' utterances at the senior high school level. Their study proves teachers used many kinds of speech acts in their utterances while teaching and learning in the class. Based on Yanti, et al., (2021), directive speech acts are the most frequently used by the teacher in the class. From

different contexts, Rayhana (2020) conducted the study at the course with junior high school level. The study classifies teachers' directive illocutionary acts and identifies students' responses. This study proves that directive illocutionary acts are frequently used in class. From the UK context, Stephenson, (2019) investigates how university students employ commands during discussions. According to the analysis, a speaker's design turn can reduce the relative deontic power of a directive, and directives with low entitlement are more likely to be accepted than those with solid entitlement.

This study analyzed the teacher's utterances in the use of directive illocutionary acts in speaking English class in the English language course. In the past, there have been numerous studies of directive illocutionary acts in Indonesia (Rayhana, 2020; Yanti, et al., 2021; Rahim, 2022). However, most of those studies are either not focused on English courses or are on educational levels. It is crucial to fill the gap by conducting this study in an English course context. So, this study examined specific types of directive illocutionary acts used by the teacher in speaking English class at English language course and how the teachers apply directive illocutionary acts in speaking class at English course.

1.2 Research Questions

According to the background of the study, the research questions are formulated into two questions:

1. What are the types of directive illocutionary acts used by teachers in speaking English classes at English course?
2. How do teachers use directive illocutionary acts in speaking English

classes at English course?

1.3 Research Objectives

According to two research questions, this study has two research objectives:

1. To identify and examine the kinds of directive illocutionary acts used by teachers in speaking English classes at English course.
2. To investigate the uses of directive illocutionary acts used by teachers in speaking English classes at English course.

1.4 Uses of the Study

This study focuses on theoretical and practical uses of pragmatics, especially in the directive illocutionary act.

1.4.1 Theoretical Use

This study aims to increase the English language knowledge about the topic discussed in this study. This study is envisioned to enhance the theoretical substructure of pragmatics analysis and focused on directive illocutionary acts.

1.4.2 Practical Use

In this practical use, the writer evaluates several kinds of directive illocutionary acts in speaking English class. This study aims to inspire the teacher and make them implement how to use direct illocutionary acts in the class to achieve the goals of the class.

1.5 Scope of the Study

In this study, utterances with context will affect the meanings. Therefore, speech acts are one of the subfields in pragmatics. In-depth this study focuses on the

directive illocutionary acts that are used by teachers' utterances in the English language classroom. The writer focuses on findings of teachers' utterances in specific types of directive illocutionary acts and how they implemented them.