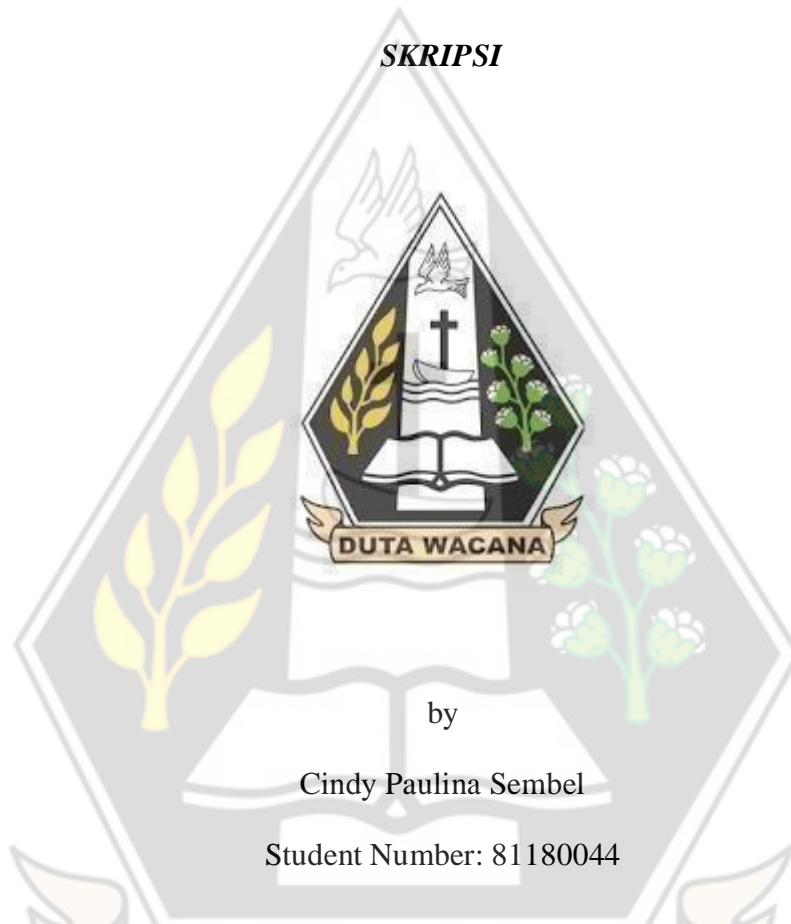


**AN ANALYSIS OF DIRECTIVE SPEECH ACTS BY AN
INDONESIAN EFL TEACHER DURING ONLINE
INSTRUCTION**

SKRIPSI



by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
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Presented as a partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

by

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
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UNIVERSITAS KRISTEN DUTA WACANA**

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Yogyakarta, 11 May 2022

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.



Yogyakarta, 11 May 2022

Cindy Paulina Sembel
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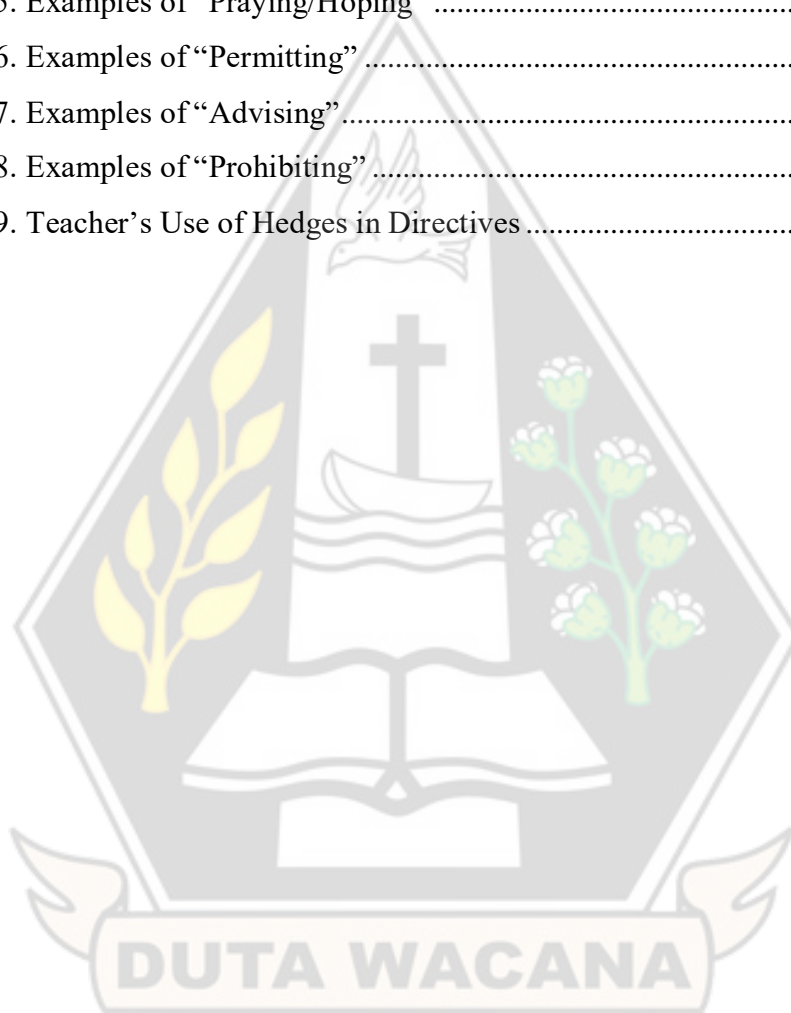
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ABSTRACT

Sembel, C. P. (2022). *An analysis of directive speech acts by an Indonesian EFL teacher during online instruction* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This study aims to examine teacher talk in online instruction by analyzing the types of directive speech acts performed by the teacher. Searle's taxonomy was employed in this research to categorize different types of directives in the teacher talk. The data were collected through observation. One teacher and 22 non-English department EFL students who were taking an English course were the participants in this research. The study found that there are 8 directive speech acts identified in the research data, namely: "asking" (36.2%), "commanding/ordering" (30.4%), "inviting" (10.1%), "requesting" (7.2%), "praying/hoping" (4.3%), "permitting" (4.3%), "advising" (4.3%), and "prohibiting" (2.9%). In addition to those types of directives, there are two notable characteristics identified in the teacher's use of directive speech acts, namely: (1) the use of hedges; and (2) the prominence of "asking" and "commanding/ordering". This study provides teachers, researchers, and material developers in the relevant ELT fields with a real sample of how English speech acts were used during online instruction in Indonesian EFL context.

Keywords: Directive speech acts, EFL classroom, online instruction, teacher talk

INTISARI

Sembel, C. P. (2022). *An analysis of directive speech acts by an Indonesian EFL teacher during online instruction* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Penelitian ini bertujuan untuk mengkaji teacher talk dalam pembelajaran online dengan menganalisis jenis-jenis tindak tutur direktif yang dilakukan oleh guru. Taksonomi Searle digunakan dalam penelitian ini untuk mengkategorikan berbagai jenis direktif dalam pembicaraan guru. Data dikumpulkan melalui observasi. Satu orang guru dan 22 mahasiswa EFL jurusan non-bahasa Inggris yang sedang mengikuti kelas bahasa Inggris menjadi partisipan dalam penelitian ini. Hasil penelitian menemukan bahwa terdapat 8 tindak tutur direktif yang teridentifikasi dalam data penelitian, yaitu: "bertanya" (36,2%), "memerintah" (30,4%), "mengundang" (10,1%), "meminta" (7,2%), "berdoa/berharap" (4,3%), "mengizinkan" (4,3%), "menasehati" (4,3%), dan "melarang" (2,9%). Selain jenis direktif tersebut, ada dua karakteristik penting yang diidentifikasi dalam penggunaan tindak tutur direktif oleh guru, yaitu: (1) penggunaan hedges; dan (2) banyaknya jumlah tindak tutur "bertanya" dan "memerintah". Studi ini memberikan contoh nyata kepada guru, peneliti, dan pengembang materi di bidang ELT yang relevan tentang bagaimana tindak tutur bahasa Inggris digunakan selama pengajaran online dalam konteks EFL di Indonesia.

Kata kunci: *Kelas EFL, pengajaran online, teacher talk, tindak tutur direktif*

CHAPTER I

INTRODUCTION

This chapter has four subheadings that will be discussed about the research background, research questions, research objectives, and research benefits.

A. Research background

Language is a human tool to communicate with somebody. Lestari and Dewi (2018) stated that through language, humans can communicate with others and deliver their ideas to others using language, whether written or spoken. It is in line with what stated in Santoso et al., (2014) language is a tool for interacting or communicating when it comes to expressing thoughts, ideas, concepts, or feelings. According to Yule and Widdowson (1996) actions performed by utterances are usually referred to as speech acts, and more precise labels are commonly provided in English, such as apology, complaint, compliment, invitation, promise, or request. In communicating humans need actors, which are the speaker and the hearer. These two actors have different roles in communication. Nadeak et al., (2017) stated that when a speaker interacts with a listener, both the speaker and the listener can gain new knowledge since utterances convey information such as expressing an idea, a wish, a recommendation, a thinking or feeling through words or through action, and so on. Context is extremely essential in communication because it helps the hearer comprehend what the speaker intends and contributes to the hearer's understanding of what the speaker intends by delivering an utterance to the hearer (Nadeak et al., 2017). One of the studies in discourse analysis enlighten speech acts, this study can help the interlocutor or hearer to know more the hidden meaning from the utterances. Austin (1962) stated that when a speaker delivers a sentence, he or she participates in one of three acts: locutionary, illocutionary, or perlocutionary. However, this study will focus on the illocutionary acts as the parameter to classify different types of speech acts in the data. Searle & Vanderveken (1989) stated that there are five different kinds of illocutionary actions. According to Searle & Vanderveken (1989) they are Representative, Commissive, Directive, Declarative,

and Expressive. The word representatives is used to express how things are. The speaker presents a proposition as reflecting a real situation in the world in an assertive utterance. Both assertive illocutions convey conviction as a psychological condition. The word "commissive" is used to bind the speaker to a certain action. The speaker tries to persuade the listener to take the action suggested by the propositional content in the utterance with directive. The speaker's desire is expressed in a directive (Tedjasukmana & Mardijono, 2016). Searle (1976) stated that the word "expressive" is to express the speaker's emotion. While for "declarative" is an utterance that can change the state of something (Searle, 1976). When performed an illocutionary act somehow it will affect the perlocutionary act. Cutting (2002) stated that perlocutionary is the result for giving a word or saying something to the hearer, the results can affect the hearer's action and reaction. Perlocutionary act can happen if the hearer understands what kind of illocutionary act or utterance that the speaker gives (Lestari & Dewi, 2018).

There are many studies about speech act in the classroom (e.g: Basra & Thoyyibah, 2020; Santosa & Kurniadi, 2020; Swastiana et al., 2020) these studies found that the most types of illocutionary act delivered by the teacher was directive speech acts. For example, they found out that there are 2 reasons why the teacher unconsciously used directive speech acts. The first explanation is that the teacher implements the CLT (Communicative Language Teaching) theory. Second, the teacher needs students to be personally engaged in classroom activities. What the teacher is trying to do is get them to speak to each other by giving them a chance by setting the classroom tasks around the CLT approach. The success of the teaching and learning process of English in the classroom depends on different factors, one of which is the language used by the teacher (Basra & Thoyyibah, 2020). Murcia and Olshtain (2000) she pointed out that the use of language in the classroom influences the student process and the advancement of learning.

Thus, this research will be conducted in an EFL classroom in Indonesia context, which will focus on teachers' talk or the illocutionary act. According to the previous studies of teacher talk typically focused on directive speech acts. In addition, this research paid attention to how teachers express the pragmatic meaning in online

interaction since the mode of the interaction changed from offline to online. Teacher talk itself is very significant in the classroom interaction and teachers' role tends to be more prominent than students' talk. Moreover, the context of this study is a general English class course to examine the teacher talk. Teacher talk in the university level produces more English expressions. Furthermore, to gather data from participants, this study used qualitative methods of speech act analysis of audio-visual materials by watching the recording video. Moreover, by using qualitative methods this study only focused on the teacher herself by collecting words from the teacher's utterances and researcher will analyze the utterances to the types of illocutionary act especially directive speech acts. The recording video is to help the researcher to determine the directive speech acts performed by the teacher. Wulansari and Suhartini (2015) stated that the recording is done to assist the researcher in completely determining the directed speech act, whereas the observation is done to examine the overall state of the study location and to take notes on pertinent items that occur there. According to Gerring (2017) the qualitative approach concentrated on specific participants and contexts. Thus, this study will examine the teachers' talk or illocutionary act in EFL classroom during online interaction.

B. Research Questions

Based on the rationale for the above research, the following research questions were answered in the present study:

- a. What types of directive speech acts did the teacher use when giving instructions?
- b. What characteristics are notable and analyzable in the teacher's use of directive speech acts?

C. Research Objectives

There are two objectives of this research. The first one is to examine the types of directive speech acts the teacher used when giving instructions. The second

objective is to identify what characteristics are notable and analyzable in the teacher's use of directive speech acts.

D. Research Benefits

This study is expected to provide benefits for teachers, material developers and other researchers.

1. Teachers

This study will provide the teachers literature on teacher talk, especially the use of directive speech acts. Furthermore, the teachers can take notes about the examples of each type of directive speech acts, so the teachers can implement the theories in their own teaching by using the result of this study (the utterances) as an example on how to deliver a directive speech acts in the classroom interaction.

2. Material Developers

By knowing the utterances performed by the teacher, this study provides insights for material developers who write books on classroom English.

3. Researchers

From this study, it became a reference for other research on teacher's use of speech acts, especially in the Indonesian context. Through this study, it enriches the knowledge about the teacher's talk in the EFL classroom during online instruction.

CHAPTER V

CONCLUSION

This chapter discuss about the summary, implications and contributions, limitations, and future studies.

A. Summary

There are two main objectives of this research: (1) to identify the types of directives speech acts used by the teacher when giving instructions; and (2) to examine the notable and analyzable characteristics in the teacher's use of directive speech acts. Based on the findings, there are 8 directive speech acts identified in the research data, namely: "asking" (36.2%), "commanding/ordering" (30.4%), "inviting" (10.1%), "requesting" (7.2%), "praying/hoping" (4.3%), "permitting" (4.3%), "advising" (4.3%), and "prohibiting" (2.9%). The other things discovered in this study are: (1) the use of hedges; and (2) the prominence of "asking" and "commanding/ordering". The use of hedges in directive speech acts performed by the teacher was primarily to soften her utterances and make them sound less demanding. The directive speech act "asking" was found to be prominent to ask for information about the topics of the lesson (hobbies, passions, and characteristics) and to check the students' understanding of the material she had taught. While "commanding/ordering" was prominent because the teacher used this type of directives for commanding/ordering the students to read/watch those materials. Thus, the "commanding/ordering" is related to the teaching aids & materials used by the teacher in the class.

B. Implications and Contributions

There are some implications which can be inferred from the research findings. Firstly, material developers who write about "classroom language for teachers" can focus on specific language functions found to be prominent in this research, which are "asking" and "commanding/ordering. By referring to the results of this study,

material developers can find some examples of directive speech acts which are based on real data. Thus, teachers can get an example of directive speech acts. By get an example on how directive speech act used in the classroom, teachers can use the example of the findings to perform the directives in the classroom interaction. Secondly, this study also provides teachers and researchers in the relevant ELT fields with a real sample of how English speech acts can be used in online instruction. Lastly, the findings of this research can provide illustrations for teachers on how to use certain directive speech acts in the teaching-learning process.

Additionally, this study has its contributions to the study about teacher talk in the Indonesian context specifically at the university level. From this study teachers can acquire an example of how directive speech acts are used in online instruction. Moreover, the method of this study can be replicated by any researchers who are interested in investigating teacher talk using speech act analysis.

C. Limitations

There are some limitations in this study which can be considered for future research. Since this study only focused on the teacher's talk, there was no analysis of the students' responses. Moreover, this study was conducted by examining a video recording of an online class and as a result details of the students' responses, such as facial expressions, could neither be well documented nor included in the analysis. The students' response of the teacher talk includes the students' facial expression when the teacher performed directive speech acts in the classroom. In relation since interpretivist nature employed in this study, the findings are specific to the type of discourse examined in this analysis and might not be generalizable for teaching-learning processes in different context. It cannot be generalizable since this study was conducted in Indonesia context. The result might be different in other contexts, discourse politeness, etc.

D. Future Studies

Based on the findings and the conclusion above, there are few recommendations that can be considered for future studies. First, it might be beneficial to consider the students' responses in relation to the directive speech acts performed by teachers, so it can provide a more comprehensive view of how speech acts are used by both during classroom interaction. Secondly, future studies might also analyze other category of speech acts (such as expressives, representatives, commissives, and declaratives) to provide a broader picture of how different types of speech acts are used in classroom interaction and complement the results of this study. According to Searle (1976) each category of speech acts has its types, there are emotion, pleasure, sorrow, pain, confess, apologize, thank, and congratulate for expressive speech act. Considering this type of speech acts future studies may consider this as a guide to analyze the students' facial expression in the classroom interaction. Commissive speech acts have promises and swear as its category. Next, declarative is a type of speech act that can cause a change in the future. Last, complain, boast, deduce, and conclude are the types of representative speech acts. Thus are the various types of illocutionary speech acts that might be examined in future studies on how speech acts are employed in classroom interaction.



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