DIRECTIVES SPEECH ACTS ANALYSIS
IN TEACHING VOCABULARY OF THE EIGHT GRADE STUDENTS
OF MTS HUSNUL KHATIMAH IN THE ACADEMIC YEAR 2011-2012

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Abstract

The utterances produced by people have speech acts, especially in the English teaching learning process. One of them is directive speech acts. Thus, this study aimed at identifying the directive speech acts and its functions in teaching vocabulary of the eight grade students of MTs Husnul Khatimah in the academic year 2011-2012. This study was carried out under a descriptive qualitative method. The data of this study were taken from the eighth grade students. The sample of the study was 30 students. The writers conducted the study in one meeting when the class was studying vocabularies in a recount text. The data were collected by recording the utterances produced by the teacher and the students. Then, the writer transcribed the record of the data. It was analyzed by identifying directive speech acts of the utterances and describing the functions of the directive speech acts. The writers found that there are twenty directives speech acts during the teaching learning process. All of them are imperatives or commands. The teacher uttered twenty-three orders to the students, while the students uttered one request to the teacher. The teacher directive speech acts have functions as a command, permission, prohibition and encouragement to the students.

Key words: Speech acts, directive, vocabulary

INTRODUCTION

The main purpose of language teaching is to enable students' language skills, listening, speaking, reading and writing. Language will be more useful if the students have more language skills. Students' language skills can be seen from the number of vocabulary which they have and know. The more vocabulary the students have, the better speaking skill they acquire.

Teaching English vocabulary is the same as teaching other lessons. The teacher has many important roles in the teaching and learning process so that the process will be successful. As stated by Brown (2001) the teacher's roles are as authority figure, leader, knower, director, manager, counselor, guide and even such roles as friend, confidante, and parent, while the students' role is as active participants in the teaching learning process.

The teacher as the manager of the class has to be able to control the class. One of the ways to control the class is by giving some instructions to the students. Some instructions which the teacher gives to the students through utterances contain some speech acts. Yule defines a speech act as a very small unit of function in communication (1996, p. 48).

There are five categories of speech acts (Yule, 1996, p.48). One of them is directive speech act. In this study, the writers focus on the data of directives collected from her English

classroom of the eighth grade students of MTs Husnul Khatimah in the academic year 2011-2012. It is based on the consideration that the interaction between teacher and students generally makes the students do a particular action in order to reach the objectives of the lesson. Allen states that commands are useful in vocabulary classes. Allen (1983, p. 23) adds, "Children have frequent experiences in obeying commands during the early years of learning …". Thus, commands have an important role in teaching vocabulary.

In relation to the previous discussion, the study aims at (1) identifying directive speech acts in teaching vocabulary of the eight grade students of MTs Husnul Khatimah in the academic year 2011-2012 and (2) identifying the functions of the directives speech acts which are found in teaching vocabulary of the eighth grade students of MTs Husnul Khatimah in the academic year 2011-2012.

THEORETICAL REVIEW

Teaching vocabulary

The main purpose of teaching language is in order the students have good language skills; those are listening, speaking, reading and writing. Someone who has good language skills can be seen from how many vocabularies they have and know since vocabularies can influence the way of someone's thinking process.

A child starts to speak from a word, words in incomplete sentence and then a sentence. As stated by Piaget in Brown (2001, p. 88) that children are still in an intellectual stage which is called "concrete operation" so we need to remember the limitation. Brown (201, p.88) stated that some abstract terms, grammatical concepts and more difficult concepts do not need to be taught to children since they are centered on the here and now Thus, it can be said that teaching vocabularies, especially in English teaching class, is the base of teaching language before explaining grammar, expressions or genre of a text.

Speech Act

A speech act is defined as a very small unit of function in communication. Yule (1996, p. 48). states that there are three related acts in producing an utterance; locutionary, illocutionary and perlocutionary act. It is also stated by Austin in Leech (1986, p. 199). They are summarized as follows:

1. Locutionary act is the basic act of an utterance, or producing a meaningful linguistic expression. It is the same as an act of saying certain things accompanied with certain sense and reference.

2. Illocutionary act is communicative force of the utterance. It is also called illocutionary force. It can be a statement, offer, explanation, etc.

3. Perlocutionary act is an utterance that has an effect. It is also called perlocutionary effect.

According to Searle in Nadar (2009, 15-16) speech acts are classified into five categories; directives, commissives, representatives, declaratives and expressive.

1. Representatives are speech acts that represent some state of affairs in varying degrees of truth with respect to the proposition: state, believe, conclude, deny, report.

2. Commissives are speech acts that commit – in varying degrees – the speaker to some future course of action: promise, pledge, vow, swear, threat.

3. Directives are speech acts whose intention is to get the addressee to carry out some action: command, inexpressive. sist, dare, request, challenge, ask, request.

4. Declaratives are speech acts that themselves bring about a state of affairs by phrasing the utterance; thus changing the external reality: marrying, naming, blessing, arresting,

5. expressives are speech acts that indicate the speaker's psychological state or mental attitude towards/about a state of affairs: welcome, deplore, greet, thank, congratulate, apologize.

Then, Yule (1996, p.55) classifies the types of speech acts as the following table.

Table 1. Types of speech act

Speech act types	Direction of fit	S=Speaker; X=Situation
Declarations	words change the world	S causes X
Representatives	make words fit the world	S believes X
Expressives	make words fit the world	S feels X
Directives	make the world fit words	S wants X
Commissives	make the world fit words	S intends X

Speech acts can be made on the basis of structure; direct and indirect speech acts. If there is a direct relationship between a structure and a function, it is called direct speech acts. In contrast, if there is an indirect relationship between a structure and a function, so it is called indirect speech acts, as in:

(a) Shut up

(b) The boss is coming

In utterance (a), it is a direct speech act because it is clear that it is an order that we as the hearer to keep silent. On the other hand, utterance (b) is an indirect speech act because it can be a warning for the workers to keep working hard as the boss is coming.

Directive speech act

Yule stated that directives speech acts are those kinds of speech acts that speakers use to get someone else to do something (1996, p. 54). Directives speech acts embody an effort on the part of the speaker to get the hearer to do something. These are based on the illocutionary point. In addition, to the varied syntactic structures, directives are perceived in a different manner through the interaction based on the degree of politeness (Brown and Levinson, 1987), therefore directives are recognized as begging, request, suggestion, advice, demand, command, order, etc.

METHOD OF THE RESEARCH

This study was carried out under a descriptive qualitative method. The data of this study were taken from one of the English classes taught by one of the writers. She teaches three classes for the eighth grade students, 8 A, B and C. Each class consists of 30 students. The writers conducted the study in one meeting when the class was studying vocabularies in a recount text. It was started from seven o'clock up to eight past twenty. The data were collected by recording the utterances produced by the teacher and the students. Then, the writer transcribed the recorded data to make it easy to be analyzed. After that, they were was analyzed by identifying directive speech acts of the utterances and describing the functions of the directive speech acts.

RESEARCH FINDINGS AND INTERPRETATION

Because of the nature of the teaching learning process, many speech acts are labeled as directives. The data of directives which were used by the teacher are described in the following section in which it is divided into some segments. The utterances or sentences thought to be directives are written in bold text.

Before the class started:

Before starting the class, the students were noisy. Some students asked their friends if there was any homework or not.

(a) 1 S1   : Eh, ono PR ra? (Hei! Is there any homework?)

    2 S2   : Mboh! Koyoke ra' ono. (I don't know…I don't think so.)

| 3 | S3 | : | Wei…meneng-meneng ono Bu Rayda. (Hei, **shut up! Mrs. Rayda is coming.)** |
| 4 | S4 | : | Sst…ojo rame! Bu Rayda teko. **(Sst…don't make any noise! Mrs. Rayda is coming.)** |

Because the relation among the students is so close, or it can be said that they are good friends so they do not need to be awkward. They just say what they want to say. They use direct and indirect speech acts. S3 and S4 asked or commanded and warned the other students to keep silent because the teacher was coming.

Pre-opening:

Before starting the lesson, the teacher managed the class and opened the class by greeting the students. Then the teacher checked the attendance. In this session, the teacher introduced the lesson to the students and told them the competence that they had to acquire at the end of the lesson.

(b)	5	T	:	**Well, keep silent please!** Good morning, students. Assalamu'alaikum warahmatullahi wabarokatu.
	6	S (All)	:	Good morning, Mom. Waalaikum salam warahmatullahi wabarokatu.
	7	T	:	How are you today?
	8	S (All)	:	Fine, thank you. And you?
	9	T	:	I'm fine too, thank you. Before we start our lesson, let me check your attendance. **Raise your hands and say 'present' when I call your name!**
	10	S (All)	:	OK, Mom.

Then the teacher called the students' name one by one.

When the teacher came, she managed the class by commanding the students to keep silent before starting the lesson. The teacher's utterance of '**keep silent please!**' as in (b.5) was intended to make the students to respect and pay attention to her. Then she would start the lesson if the students were ready. She called the students' name to check their attendance. She asked the students to raise their hands and say 'present' when their name was called as in (b.9). These utterances are command for the purpose as order to the students.

| (c) | 11 | T | : | Well students, today we're going to learn vocabulary related to recount text. Do you still remember the purpose of recount text? |

what is the purpose of recount text?

12 S5   : Mmm…menceritakan kegiatan yang dulu terjadi ya, bu. (Mmm…to tell past event, is that true, Mom?)

13 T   : Yeah…Excellent! You're right. Today our lesson is about holiday.

Opening sessions:

The teacher was talking about holiday and asked the students' holiday. She asked some questions related to Borobudur temple to build the students' knowledge.

(d) 13 T   : Well, students. How was your holiday? **Tell your holiday to me and your friends!** Ceritakan liburanmu!

14 S6   : Bosen bu. (It was bored, Mom)

15 S7   : Menyenangkan bu. Kurang suwe liburane! (It was interesting, Mom. I need more holiday.)

16 T   : Haha..Where did you spend your holiday? Liburan kemana saja?

17 S6   : Ning omah wae bu. (I just stayed at home, Mom)

18 S7   : Saya pergi ke rumah nenek di Jepara, bu. (I visited grandmother in Jepara.)

(d.13) is also a command. The teacher ordered the students to tell about their holiday. She also built the students' confidence by giving the instruction. Thus, the purpose of the above imperative is not just as an order but also a challenge to the students.

Then the teacher asked the students about Borobudur temple (the theme of the lesson).

(e) 18 T   : Have you ever visited Borobudur temple? Sudah pernah ke Candi Borobudur belum? Who have ever visited it? Siapa yang sudah pernah ke sana? **Please raise your hand!**

19 S8   : Saya, Bu. (I've ever been there, Mom)

20 T   : Well then, what do you know about Borobudur temple? Apa yang kamu ketahui tentang Candi Borobudur? **Tell your friends!** Ceritakan pada teman-temanmu!

21 S8   : Ada banyak stupa, bu. (There are many stupa, Mom.)

22 S9   : Banyak turis bu di sana. (There are many foreign tourists, Mom.)

23 S10 : Di dinding Candi ada reliefnya bu. (The temple has relief on the wall, Mom).

24 S11 : Penjual souvenir juga banyak bu disana. (There are many sellers

too, Mom.)

The teacher wrote the students answers on the whiteboard.

(f) 25 T : Yeah…you've given many answers and I've written them on the whiteboard. **Now, translate them into English!** Before we continue our lesson. Sekarang diterjemahkan ke Bahasa Inggris sebelum kita lanjutkan pelajarannya.

(e.18) and (e.20) are also imperative. They have two functions; as an order and a challenge respectively to the students. The teacher gave a chance to the students to express and explore their ideas and feelings. The characters of the students which are expected by the teacher are brave and confident. While in (f.25) the teacher is just as an order. The students' characters which are expected are responsible and independent. The students have to finish their task and do it by themselves.

After five minutes,

(g) 26 T : Have you finished? **Write it on the whiteboard please!**

27 S12 : Not yet, Mom. **Wait a moment, please!**

28 T : All right, **write it on the whiteboard if you have finished!**

After a few minutes, then some students wrote some words related to Borobudur temple in English on the whiteboard

(g.26) is an order to the students to write their answers on the whiteboard. (g.27) is not just and order but also a request to the teacher to give the students more time to finished their assignment. (g.28) is a challenge respectively to the students because the teacher asked the students to write one or two of the students' answer on whiteboard again. The teacher has given them more time to finish their assignment so (g.28) is also a request to the students to write their answer on the whiteboard if they have finished it.

Main activities:

In this session the teacher gave a text entitle "A Trip to Borobudur Temple" to the students.

(h) 29 T : All right…**now open your text book on page 36.** I'll read the text entitle "A Trip to Borobudur Temple". **Listen to me carefully and underline the difficult words that you don't understand the meaning.** Dengarkan dengan cermat dan garis bawahi kata-kata yang belum kamu ketahui artinya!

The teacher read the text, while the students listened to her.

(h.29) is a command to the students to open their book and listen to the teacher. It is clear enough that he teacher instructed them in order to make the students pay attention to her.

After reading the text, the teacher asked the students what difficult words that the students found in the text.

(i) 30 T : How many difficult words which you found in the text? What are they? Kata apa saja yang belum kamu ketahui artinya?

31 S13 : Banyak, bu. (So many words, Mom.)

32 S14 : Gak tahu semua,bu. (I don't know all the words, Mom.)

33 T : Well…**write down the words which you've underlined on your notebook and then find the meaning in the dictionary.** Tulis kata-kata yang sudah kamu garis bawahi dan kemudian cari artinya di kamus.

34 S(All) : Yaahh…

35 T : **Don't be lazy!** You need to know the meaning of the words to understand the main idea of the text. Kalian perlu tahu art kata-kata tersebut agar paham isi bacaannya.

The teacher gave them time to find the meaning of difficult words in the dictionary.

(i.33) is an imperative. Its purpose is as an order. The teacher asked them to write and find the meaning of some words in dictionary to make them memorized the vocabularies which they have learnt. The students usually are lazy to open their dictionary, so the teacher forbidden them as in (i.35).

(j) 36 T : Have you finished?

37 S15 : Yes, Mom.

38 T : Now, **compare your difficult words which you found in the text and your answer about Borobudur temple on the whiteboard.**

39 T : Do you find some similar words? Ada kata-kata yang sama?

40 S16 : Iya, bu. (Yes, Mom.)

The students mentioned some words.

41 T : **Well then…let's discuss the text!** Ayo diskusikan isi bacaannya! How was the writer holiday in Borobudur temple? Bagaimana liburan si penulis di Candi Borobudur?

The students discussed about the text with their friends.

(j.38) is an order. The teacher asked the students to compare the words on the whiteboard with the words in the text. This activity was done to increase the students' vocabularies. (j.41) is also an order to discuss the content of the text.

After a few minutes,

(k) 42 S17 : Liburannya menyenangkan, bu. Dia pengen balik kesana lagi. (The writer's holiday was interesting, Mom. She wanted to back there again.)

43 T : Yeah, you're right. Well, there are five questions under the text, **answer those questions correctly!** And I'll give you fifteen minutes to think and answer the questions.

The teacher waited for fifteen minutes.

(k.43) is an order to answer some questions related to the text. This activity is to check the students' understanding of the text.

After fifteen minutes,

(l) 44 T : Who can answer number one? **Please come forward and write the answer on the whiteboard!** Maju dan tuliskan jawabanmu di papan tulis!

45 S18 : I, mom I… (May I answer, Mom?)

46 T : **Go ahead.**

The teacher corrected the students' answers from number 1 to 5.

(l.44) is imperative which has two functions as an order and a challenge. The students are expected to be brave, confident, responsible and independent. And the students are eager to come forward to write their answers as in (l.45). (l.48) has a function as allowing the students to come forward. Here the teacher gave a chance to the students to develop their reading skill. Since we know that there are four skills to be learnt; listening, speaking, reading and writing.

Then the teacher reviewed some difficult words.

(m) 47 T : You've understood the text and find some difficult words. **Now look at the table on page 37. Read the instruction above the table.**

48 S18 : Di suruh apa bu? (What should we do, Mom/)

49 T : **Listen to me! Find the synonym of the following words! Match**

the words in column A and column B. So you have to find the synonym of the words and match them in column A and column B. Cari sinonim dari kata-kata yang ada di kolom A dan cocokan dengan kata-kata yang ada di kolom B.

50	S (All)	:	Oooh…
51	T	:	Now you understand, don't you?
52	S (All)	:	Yes, Mom.
53	T	:	What are you waiting for? **Let's do it**! Apa yang kamu tunggu? Ayo dikerjakan!

The teacher gave them time to do the task.

(m.47) is a command. The teacher asked the students to look at the table on page 37 and do it. Because the students cannot understand the instruction so the teacher read the instruction and explained it to them as in (m.49). (m.49) is also a command of doing the task. (m.53) has two functions. It is not just ordering but also encouraging the students to do the task.

(n)	54	T	: Have you finished?
	55	S19	: Yes, Mom.
	56	T	: What is your answer for number 1? Nomor 1 jawabannya apa?
	57	S20	: B, Bu. (B, Mom.)
	58	T	: Great. And Number 2?
	59	S21	: F, Bu. (F, Mom.)
	60	T	: Ups…are you sure? You're incorrect. **Try again!**

The teacher and the students discussed the answers.

(n.60) has two functions. It is an order and a challenge respectively to the students. It can be said as direct and indirect speech act. It is direct speech act because it clearly that the utterance is encouraging the students to try it again. And it is also called indirect speech act because it can be meant that the teacher asked the students not to give up finding the correct answer. So the teacher can said "don't give up! Try again!"

Pre-closing:

In this session, the teacher and the students concluded the lesson. The teacher gave homework to the students.

(o)	61	T	: What have you learnt today?
	62	S22	: Recount text, Mom.

63	S23	:	Borobudur temple, Mom.
64	T	:	Yeah… what is the purpose of recount text?
65	S24	:	To tell past event.
66	T	:	What is the story about?
67	S25	:	Liburan si penulis di Candi Borobudur. (The writer's holiday in Borobodur Temple.0
68	T	:	Yeah…and how was the writer's holiday?
69	S26	:	It was interesting holiday.
70	T	:	Yeah…Good! You also have found some words and the synonym of the words. Well**…make simple sentences using the words as your homework!**
71	S27	:	PR Bu? (is it for our homework, Mom?)
72	T	:	Yeah…

(o.70) is an order. The teacher usually gives the students homework as their evaluation. Hopefully, they will repeat to study the lesson which they have learned at home.

<u>Closing:</u>

In this session, the teacher closed the class.

| (p) | 73 | T | : | Well…I think time is up. Thank you very much for your attention. See you tomorrow. Assalamu'alaikum warahmatullahi wabarokatu. |
| | | S (All) | : | See you…waalikum salam warahmatullahi wabarokatu. |

In this session, there is not any directive speech acts. The teacher just closed the lesson by leave taking.

From the utterances produced by the teacher above, we see that the teacher usually translated her explanation or instruction in order that the students understood the lesson or what the teacher asked them to do. It was done because all the eighth grade students are Javanese, so they always speak Javanese as their mother tongue and Indonesian. However, the teacher did not translate some common instructions for the students.

The findings and interpretation data above show that almost all of the directive speech acts are uttered by the teacher. The directive speech acts are written in bold type. The teacher uttered twenty-three orders to the students, while the student uttered one request to the teacher. The teacher's directive speech acts have function as a command, permission, prohibition and encouragement to the students.

CONCLUSION

There are some speech acts in the teaching learning process, especially teaching English. They can be representatives, commissives, directives, declaratives or expressive. There are twenty-four directives speech acts in teaching vocabulary of the eight grade students of MTs Husnul Khatimah in the academic year 2011-2012. It is shown by all of the bold type utterances in the previous discussion. The utterances are imperative or command. Their functions are as a command, permission, prohibition and encouragement by the teacher to the students. Almost all of the directives speech acts are uttered by the teacher.

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