TEACHERS' DIRECTIVE FORMS USED IN SPEAKING CLASSES AT THE ENGLISH DEPARTMENT OF WIDYA MANDALA UNIVERSITY

A THESIS

In Partial Fulfilment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

By

YOOSTADI

1213092051

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARI, 2001
This thesis entitled *Teachers' directive Forms Used in Speaking Classes at the English department of Widya Mandala University*, prepared and submitted by Yoostadi, has been approved as a partial fulfillment of the requirement for the Sarjana Pendidikan degree in English Language Teaching by the following advisor.

Dr. Agustinus Ngadiman
This thesis has been examined by the committee of an oral with the grade of
... on February 26, 2001.

Dr. Ignatius Harianto
Chairman

Dra. M.N. Siti Mina Tamah, M.Pd.
Member

Dr. Agustinus Ngadiman
Member

Approved by:

Dr. Agustinus Ngadiman
Dean of Teacher Training Faculty

Dra. M.N. Siti Mina Tamah, M.Pd.
Head of the English Department
ACKNOWLEDGEMENT

After finishing this thesis I felt happy and relieved and would like to give my greatest gratitude to my parents and friends who guided me during the process of writing this thesis.

I would like to give my deep compliment to the following special persons who were willing to help me finishing this thesis, mainly:

1. DR. Agustinus Ngadiman, my advisor, who guided and helped in finishing my thesis writing.

2. My parents who supported me to finish my thesis.

3. My friend, Johanes L. who lent his computer to help me finish my thesis and shared his knowledge and gave me ideas.

4. Mr. and Mrs. Taloko, who gave me place to stay at their house during the process of my thesis writing.

5. All my friends who always motivated and supported me in finishing my thesis.
# TABLE OF CONTENT

APPROVAL SHEET (1) ........................................................................................................ i
APPROVAL SHEET (2) ...................................................................................................... ii
ACKNOWLEDGEMENT .................................................................................................. iii
TABLE OF CONTENT .................................................................................................... iv
ABSTRACT ..................................................................................................................... vi

## I. INTRODUCTION

1.1 Background of the Study ......................................................................................... 1
1.2 Statement of the Problem ...................................................................................... 5
1.3 Objective of the Study ............................................................................................ 5
1.4 Significance of the Study ...................................................................................... 5
1.5 Limitation of the Study ......................................................................................... 5
1.6 Key Terms of the Study ....................................................................................... 6
1.7 Theoretical Framework ......................................................................................... 7
1.8 Organization of the Study ..................................................................................... 8

## II. REVIEW OF THE RELATED LITERATURE

2.1 Some related Theories ........................................................................................... 9
  2.1.1 Speech Acts ................................................................................................ 9
  2.1.2 Directive Forms ......................................................................................... 12

## III. RESEARCH METHODOLOGY

3.1 The Research Design ............................................................................................ 22
3.2 The Subject of the Study ...................................................................................... 23
3.3 The Research Instrument ..................................................... 24
3.4 The Procedure of Data Collecting ........................................... 24
3.5 The Procedure of Analyzing the Data ...................................... 26
3.6 Data Analyzing Parameter .................................................... 26

IV. FINDINGS AND DISCUSSION OF THE FINDINGS

4.1 Findings ................................................................................. 28
  4.1.1 Linguistic Forms of Directives ........................................... 28
  4.1.2 Students’ Response .......................................................... 35
4.2 Discussion of the Findings ..................................................... 38

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion ............................................................................. 48
5.2 Suggestions ........................................................................... 51

BIBLIOGRAPHY ............................................................................. 52

APPENDIXES ................................................................................. 53

Key Words: Teachers’ directive forms: need statement, imperative, imbedded imperative, permission directive, question directive, hints.

Directive forms used by teachers in classrooms. They are used by the teachers to control, to manage the classrooms in the teaching learning activity. What are the directive forms used by the teachers to run the teaching learning activity? How do the students comply the directive intent?

The answer to the question was done by exploring four conversations of speaking class teachers. Using the classification of adults’ directive forms by Ervin-Tripp (1976a) as parameter: need statement, imperative, imbedded imperative, permission directive, question directive, and hints, the writer analyzed the data and found out that there are five directive forms used by the teachers: need statement, imperative, imbedded imperative, question directive, and hints to run the teaching learning activity in the classroom. The directive forms are used to assign task, to structure lesson, and to manage the teaching learning activity. The students have two kind of response. They comply and sometimes they don’t comply.

The writer suggests that there would be another research on directive forms in other classes, like reading class, writing class, etc. Because there might be different directive forms in different setting.