



CHAPTER I
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1.1 Background of the Study

There are two sides in communication system. The first is the speaker and the second is the hearer. To communicate means to exchange information and also to send information. Communication function can be reached if both sides could understand what is meant by each other. Communicating is failed when one side cannot understand the other side.

In order to reach the goal of communication, some agreements should be followed. According to Grice (1975) in Cook (1989:29), communication would be successful if the speaker and the hearer follow the maxims of conversation. The maxims are co-operative principles, maxim of quality, maxim of quantity, maxims of relevance, and maxims of manner. In short, these maxims specify what the participants have to do in order to gain a successful communication. If the speaker breaks one maxim of the co-operative principles that does not mean that he fails to communicate with other people. "Hence if one lies, one breaks one of Grice's maxims (maxim of quality) but this does not mean that one fails to speak the English language" (Leech, 1983:8).

In real communication, people often speak indirectly in conveying what they mean. Indirect here means that the speaker speaks indirectly; or he/she does not say the truth or relevant to the context. How can the hearer

understands what is meant by the speaker? According to Cook (1990:24), in order to discover how such inferences are made we need to examine the range of the possible functions of language and to try to understand how people correctly interpret them. There are seven functions of language, according to Hymes (1962) as quoted in Cook (1990:26), for example: the phatic function is the function that opens or starts the conversation such as “Hello”, “Can you hear me?”, “Lovely weather”. The contextual function is the function that creates a particular kinds of communication, for example “Let’s start the lecture”, “It’s just a game”. Directive function seeks to affect the behavior of the addressee, such as “Shut up”, “Open page 2”.

In interpreting the indirect speech, we need to use our background knowledge. Brown and Yule (1983:233) say that the interpretation of discourse is based to a large extent on a simple principle of analogy with what we have experienced in the past. For example in the first school day of a semester, a teacher told students that he wanted the blackboard should have been already cleaned every time he entered the class. Then one day he entered the class and found that the blackboard was not cleaned yet. So he said to his students “Are you forgetting something?” The class went silent. Then the teacher asked the same question to one student who just joined the class for only two days before. “You did not give us home work, sir” the student answered.

Other example like the sentence, “The door is open” can have different function depending on who says the sentence, to whom, and in what situation.

When a teacher to his student who has just come in is saying the sentence, it functions as a directive to the student to close the door. When the sentence is being said to a naughty student, it functions as a request to get out of the class.

Other experts try to go deeper into the function of language. They try to infer the function of what is being said by considering its form and context. One of the theories about the function of language is speech act. John Austin first formulated the speech act theory in 1962 in his book 'How to do things with words'. Austin began with the observation of a class of utterances that were used in ritual ceremony. These utterances carried no information about the world outside the language at all. It means that the utterances in which saying the words and doing the action are the same. Austin calls such utterances declarative. "I sentence you to death" functions to sentence someone to death said by a judge in a trial. Later Austin called the declaratives sentences as performatives. However those sentences are only succeeding in having its function if certain conditions are fulfilled. Cook (1989:35) states that 'I sentence you to death' must be uttered by someone who has the authority, in a country which there is a death penalty, to a person who has been convicted a particular crime, and it must be spoken not written, at the right time (at the end of a trial), and in the right place (in a court of law). These conditions are known as felicity conditions.

Further in the revised edition, Austin (1983:109) isolates the performative sentences into three basic senses in which saying something one is doing something, and here are the three kinds of acts: 1) a locutionary act is

the production of sounds and words with meaning. Here the speaker produces the sounds and words which have the formal literal meaning, or the physical act of producing an utterance, 2) an illocutionary act is the act of issuing an utterance with the conventional communicative force achieved in saying or the act in saying the locution, 3) a perlocutionary act is the consequential effect of an utterance on what is achieved by saying something. For the example, 'Is there anywhere I can powder my nose?' In the sentence the locutionary act is conveying information that the speaker need a place to powder her nose, then the illocutionary act is to ask where the location of the toilet is, and the perlocutionary act is to make the hearer showing the speaker location of the toilet.

Searle (1976) in Janet Holmes' article rewritten by Richards and Schmidt (1984:93) argues that all sentences which primary function is that they count as the attempts of the speaker to get the hearer to do something is called speech act. Searle also includes sentences in the form of question as speech acts.

Interested in the uniqueness of the speech act used in communication, the writer intended to have an observation on it. Since he goes to a Teacher Training Faculty, the observation was related to the conversation used between the teacher and the students in the class. The writer observed the speech act used in the class, specifically the directive sentences used by the teacher.

1.2 Statement of the Problem

In accordance to the background of the study, this thesis is designed to answer these questions:

1. What kind of directive forms are used by the teacher to the students in the classroom?
2. Given some forms of directive, how well did the students respond the directive intent of the teacher?

1.2 Objective of the Study

In this thesis the writer wanted to observe the possible directive forms using the Ervin-Tripp's classification of directive form (1976a) and also found out how well the students responded the directive forms used by the teacher.

1.4 Significance of the Study

The writer hopes that the findings in this thesis would give contribution to the teacher at the English Department of Widya Mandala and the teacher candidates at the English Department of Widya Mandala to understand kinds of directive form in carrying out the teaching learning activity.

1.5 Limitation of the study

In carrying out the study of the speech act and the effect to the students, the writer limited the study only on the analysis of the directive forms that were used by the teachers of Speaking I class and Speaking II class of English

department in Universitas Widya Mandala Surabaya to teach the students of the second semester and the fourth semester of 1998/1999 academic year.

1.6 Key terms of the study

To make the analysis in the following chapter easier, the writer provides the definition of the key terms of speech act and directive function.

According to Cook (1990:38), speech act theory provides us with a means of probing beneath the surface of discourse and establishing of what is being said. Renkema (1993:21) says that in speech act theory, language is seen as a form of acting. The writer concludes that in speech act, saying something is also acting. The speech acts in this thesis is that language is used to make other people (students) to do or to act.

Hymes (1962) in Cook (1990:26) defined directive as an act seeking to affect the behavior of the addressee. Searle (1976) as quoted by Levinson (1983:240) argues that directive are words which attempts by the speaker to get the addressee to do something. The writer concludes the definition of directive in this thesis is that they are used to command or to direct other people or the hearer to do or to act something.

The writer intended to have the observation on speech act, specifically on the directive forms that were used by the teacher in the classroom to make the students do something and how well the students respond the directive functions.

1.7 Theoretical Framework

Since this analysis concerned with directive forms, the writer needed to give the main theory used in his analysis, speech act and directives.

According to Cook (1990:38), speech act theory provides us with a means of probing beneath the surface of discourse and establishing of what is being said. Renkema (1993:21) says that in speech act theory, language is seen as a form of acting. Austin (1983:109) isolates three basic senses in which saying something one is doing something, and here are three kinds of acts: 1) a locutionary act is the production of sounds and words with meaning. Here the speaker produces the sounds and words that have the formal literal meaning, or the physical act of producing an utterance; 2) an illocutionary act is the act of issuing an utterance with conventional communicative force achieved in saying or the act performed in saying the locution; 3) a perlocutionary act is the consequential effect of an utterance on what is achieved by saying something.

Holmes in Richards and Schmidt (1983:89) describes the various forms of directive that are realized in the classroom. She divides directive into three major categories on the basis of their forms: imperatives, interrogatives and declaratives. Another classification of adults' directive forms is by Ervin-Tripp (1976a) in Ervin-Tripp and Kernan (1977:195). She identifies six different types of directive: *need statement*, *imperative*, *imbedded imperative*, *permission directive*, *question directive* and *hints*.