CHAPTER I
INTRODUCTION

A. Background of the Study

Education in Vocational High School has a role to prepare the learners to be ready to face the work world, so that the development of education in Vocational High School should be oriented to fulfill the work world demand. Some observation found that most of the graduates of Vocational High School are unable to adapt with the development of science and technology. They cannot improve and develop themselves. It shows that the teaching and learning process in Vocational High School does not develop the student’s ability to adapt with the real world yet. The researchers also found some descriptions that most of graduates of Vocational High School cannot be absorbed in the work world because the competence that they have do not fulfill the work world demand (Depdiknas, 2004:19). Those conditions require that the 1999 curriculum for Vocational High School need to be reviewed again about its appropriateness with the competence required by the work world, National Standard of Competence, and the ability to adapt with the development of science and technology.

The quality of educational product is closely related with the learning process, which is affected by many factors, they are curriculum, educational staff, teaching and learning process, assessment, instrument, school management, and Industrial Corporation. Although the curriculum’s role is just to show the direction and
purpose of learning process, it should be developed as the development of science and technology, work world need, and socio-cultural changes. So that Indonesian government establish the 2004 curriculum, which is called Competence Based Curriculum (CBC), in order to adapt with all changes and developments that happen in the real world.

In 2004 curriculum for Vocational High School there is such a kind of diversification of curriculum. This principle is arranged in order to give more chance to the district/region, either in Province, Residence or School level to make some curriculum development, which is appropriate with the work world needs, condition and special potency of the district where the school is placed by referring to the National Standard of Education (Depdiknas, 2004:17)

Beside the curriculum, the presence of a textbook is necessary to support the teaching and learning process (Brown, 1994:145). The most obvious and common material support for language instruction comes through textbooks to support the success of teaching and learning process.

In 2004 curriculum of English for Vocational High School, many linguistic aspects should be taught. Therefore, the content of the English textbooks that is based on 2004 curriculum should cover all the linguistic aspects stated in the syllabus. One of the linguistic aspects stated in 2004 curriculum for Vocational High School is Directive Utterance.

Directives are kind of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders,
requests, suggestions and they can be positive and negative (Hufford and Heasley, 1994: 262)

When someone tries to express or utter the directives, he should know the way to express it. He has to know the situation of the speech, whether it is formal or informal, knowing to whom he is speaking, knowing the social background of the hearer, etc., so that it is very important to learn the speech act, especially directive utterances.

In Vocational High School, the learners are expected to master directive utterances more than in Senior High School. The reason is that the graduates of Vocational High School should be ready to face the work world. For example, when they work as a secretary, they should be able to express request when answering the telephone, expressing command to the other worker, expressing suggestion or invitation to their manager, etc in a polite way.

Based on the phenomenon above the writer is interested in analyzing directive utterances of the dialogue used by the teacher and learners based on the English textbook entitled English for Vocational Schools published by LP2IP Gadjah Mada Yogyakarta. The publisher claims that English for Vocational Schools are based on the 2004 curriculum. Therefore, the research paper is entitled “A STUDY ON THE DIRECTIVE UTTERANCES IN THE ENGLISH TEXTBOOK ENTITLED ENGLISH FOR VOCATIONAL SCHOOLS “.
B. Previous Study

Listyaning Handayani (2005) has conducted a research entitled “The implementation of Competence Based Curriculum (CBC) in the teaching of English in SMK Batik 1 Surakarta”. The object of her study is the teaching and learning process, educational staff, students, and the assessments in SMK Batik 1 Surakarta. She tries to analyze the implementation of Competence Based Curriculum in the teaching of English at that school. She also observes the availability of facilities on the teaching and learning process using Competence Based Curriculum and the obstacles that happen in implementing the curriculum in that school.

The second previous study is Iin Agustina (2005) with her research paper entitled “An analysis of the English textbook for Vocational High School based on the 1999 curriculum”. She analyzes three English textbooks that based on the 1999 curriculum; they are Learning English for SMK, New Concept English for SMK and Bahasa Inggris 3. She conducts the analysis to make a judgment whether the themes and the language focuses in those three books are suitable with the 1999 curriculum or not.

The third is Dwi Sawitri (2005). Her study is “A Pragmatics Analysis of Directive Utterances of the Holy Bible of King James Version”. She analyzed the directive utterances in Job Chapter of the Holy Bible of King James Version. She specifies to analyze the forms of directive utterances found in Job chapter of the Holy Bible of King James Version and its meaning. She analyzes the data by
employing Pragmatics approach to explore the form of directive utterances and determine the meaning of those utterances.

The last previous study is Eni Susiloningsih (2005), she has conducted a research entitled “A Socio-Pragmatic Analysis of Directive Utterances in English Story Book for Children”. The objects used to be analyzed are directive utterances in the form of phrase, clause and sentence. She takes the data from English storybooks for children entitled Beauty and the Beast, Cinderella, Snow white, Pinocchio, Alladin, and Mulan.

She specifies to analyze the form, the intention, and the reasons of employing the directive utterances found in those books. She finds that the patterns of directive utterances are imperative, interrogative and declarative. The speaker’s intentions are commanding, requesting, suggesting, inviting, warning and prohibiting. While, the reasons of the speaker are showing power, showing solidarity, showing respect, giving respect, giving strong order, and softening the utterances.

C. Limitation of the Study

In this research, the writer limits the problem that is going to be discussed. This research only deals with the directive utterances found in the English Textbook entitled English for Vocational Schools published by LP2IP Gadjah Mada Yogyakarta for the Novice and Elementary level. The publisher claims that English for Vocational Schools are based on the 2004 curriculum.
D. Problem Statements

Based on the background of the study, the writer decides some problem that will be discussed in this research as follows:

1. What are the forms of directive utterances found in the English Textbook entitled “English for Vocational Schools”?
2. What are the intentions of directive utterances used in those textbooks?
3. What are the politeness patterns of the directive utterances used in those textbook?

E. Objectives of the Study

Based on the problem statements above, the research is intended:

1. To identify forms of directive utterances found in the English textbook entitled “English for Vocational Schools” by referring to the linguistic form.
2. To clarify the intentions of directive utterances found in those textbook by conducting speech act theory.
3. To clarify the politeness patterns of directive utterances found in those textbooks by referring face theory based on the politeness strategies.

F. Benefits of the Study

Every research that is done must be useful for other people; at least it will give the positive contribution for their surrounding. In addition, this research has two kinds of benefits, namely: theoretical benefits and practical benefits.
1. Theoretical Benefits
   a. The writer and readers will get brief information about the 2004 curriculum and its role in language teaching.
   b. This research is expected to give the writer and readers more knowledge about speech acts especially directive utterances.

2. Practical Benefits
   a. For the Teachers
      It will give some information about how to select a textbook based on 2004 curriculum and to choose the appropriate materials for their students.
   b. For the Government
      It will useful in order to control the use of English textbook at school. Besides government is expected to be able to work together with the expert of education, especially English teaching experts is establish textbook based on 2004 curriculum.
   c. For the Publisher
      It will useful for the publisher to help them in designing the English textbook that appropriate with the learner’s needs based on 2004 curriculum.
   d. For the Other Researchers
      It will give information and give started guideline on the further research, especially in carrying out further researchers.
G. Organization of the Thesis

The organization of this research paper is given in order that the readers can understand the content of the paper as follows:

Chapter I is introduction which consists of the background of the study, review of previous study, problem statement, objective of the study, benefits of the study, limitation of the study, and the organization of research paper.

Chapter II is Underlying Theory. In this chapter, the writer presents some related theories underlying the study. It deals with the notion of Competence Based Curriculum (CBC), curriculum content related to the directive utterances, textbook, and directive utterances.

Chapter III is the research method. It consists of type of research, object of research, data and data sources, method of data collection and technique of data analysis.

Chapter IV is the result of the study. This chapter will present data analysis and the research finding.

Chapter V is conclusions and suggestions.