CHAPTER I

INTRODUCTION

A. Background of the Study

In academics, language is a social activity. Language activities include speech acts that can be achieved if humans are involved in the communication. Communication occurs when the person with the other one intentionally perform an interaction, for example, faculty communicate with students to establish communication using speech acts. Lecturers’ and student’s utterances contain some intention that an act which was implicated by speakers.

Speech act is a basis for analysis in pragmatics area. The concepts are related to the action that use of language. Speech act was proposed by two languages philosopher named John Austin and John Searle.

In the teaching learning, Speech act is a concept taken from pragmatics. In the classroom, learning of pragmatic meaning of utterances contain imperative for persuading. For example: “Let’s make essay together”. Speech acts are the basis for the analysis of pragmatic topics such as conversational implicative, presuppositions, principles of politeness, and others. Directive speech act is one of the types of speech acts that the speaker intended hearer to act in accordance with what is intended in speech.

The writer gives limitation study of this thesis. Directive speech acts said by the speaker. Try to do action or the other side they defend to do the action. The
characteristic is prospective using Directive speech, other characteristic; someone couldn’t say something to other self. The condition of the speaker and context is as presupposition of Directive Speech act.

Teaching and learning process in the Magister of English Faculty, in University of Muhammadiyah Surakarta that speaking is communication tool in order to enable activeness in the class. In the process, lecturer often uses directive speech in class “speaking” orally. One of the activities in the classroom involves lecturers and students. In this case, Lecturer gives certain speech acts and the students respond it in order to group discussion is affectively. Lecturer gives verbal questions and influences the students during the process of language learning. Lecture provides guidance and stimulus speech acts to participate in the conversation context. This study determines speech acts that occur in the classroom "speaking" performed by students and lecturer in English magister class in English department Muhammadiyah University of Surakarta. This Research also tries to reveal the realization of speech acts in directive that appears in the learning process in the magister English program.

Furthermore, this research is to find a strategy that delivered speakers (lecturers) and the hearer (students) in interaction in the learning process. Moreover, in the speaking activity, speakers not only deliver the message, but it also builds social relationships with speaker (hearer). How does the structure of discourse of the learning process in which were delivered by speaker and hearer as the end of the problems that will be studied in this research.
B. Limitation of the Study

This research paper will focus on the variation of directive speech act employed by the students and lecturer of English magister class. The subject of the research is the lecturers and students of Magister English program of Muhammadiyah University of Surakarta. The researcher takes one classes of Magister English Program 2013-2014 as the subject of the research. The data are taken randomly based on the variation of communication strategies used by the students and lecturers.

C. Problem Statements

In this study, there are several problems that were formulated. Directing Speech act Strategy is defined as to search information or to provide a stimulus in a class, it can be formulated as follows:

1. What types of the directive speech acts are realized in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014?
2. Are there any differences of male and female in using directive speech acts in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014?
3. How is the strategy of directive speech delivered by lecturer to the student in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014?
4. What politeness strategies are involved in direct speech act used in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014?

D. Objectives of the Study

There are several objectives in this study intended to answer all the formulation of general and specific problems. In general, this research is to determine directive speech act strategies in use in asking between lecturers and students in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014. There are some specific purposes of this research:

1.Identifying types of the directive speech acts realized in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014.
2. Describing the differences of male and female in using directive speech acts in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014.
3. Describing strategy of directive speech delivered by lecturer to the student in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014.
4. Describing politeness strategies involved in direct speech act used in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014.
E. **Significance of the Study**

This research paper is expected to give some benefits as follows:

1. **Practical Benefit**
   
a. For the lecturer, it shows the varieties of communication strategies used by them; therefore it shows what kinds of communication strategies are suggested to maintain the conversation.
   
b. For the lecturer, this study shows the problem that student face in communicating their ideas through speaking. As the result, this study can be a reference for the better teaching speaking.

2. **Theoretical Benefit**

   Study on communications strategies has therefore a feedback to both descriptive linguistics and second language acquisition. The research needs some field observation to look for the communication strategies used by student, thus this study provides the real picture of communication strategies in speaking of Magister English Program of Muhammadiyah University of Surakarta. This study functions to provide suggestion related to teaching learning process and the development of speaking lesson and teaching speaking in this university. Communication strategies have become popular research in the field of language learning and second language acquisition, but in UMS especially for undergraduate student this research has not caught so much attention. Thus, this research hopefully becomes the initiate research for
communication strategies in UMS. Moreover it enriches the insight of student of teacher training and education faculty about this topic.

F. Organization of Thesis

The outline of this research paper is arranged systematically. The following research paper organization consists of five chapters and each chapter is sub divided into further divisions. In brief the research paper organization can be arranged as follows:

Chapter I contains background of the study, scope of the study, problem statement, objective of the study, benefits of the study, and research paper organization.

Chapter II consists of previous study and underlying theory. This chapter deals with some previous study that related with researcher study and underlying theory deals with pragmatics, speech acts, directive speech act, politeness.

Chapter III is research method. It covers type of study, object of research, data and data source, technique of collecting data, and technique for analyzing data.

Chapter IV describes data analysis and discussion. It consists of description of data, analysis of data, and discussion.

Chapter V is conclusion and suggestion. In this part the writer concludes the result of the whole research and gives suggestion related with the result.