CHAPTER I
INTRODUCTION

This part presents the introductory sections of the research. It covers the background of the research, research questions, purposes of the research, scope of the research, significance of the research, clarification of the main terms, and the organization of the paper. The discussion of each point mentioned will be elaborated in the following sections.

1.1 Background of the Research

In an English as a Foreign Language (henceforth, EFL) classroom, there are several essential factors to bring successful teaching and learning process. One of the factors is the language employed by teachers in the EFL classroom. Teacher's language is an inseparable domain since it can serve as input from the teachers to students. However, there is an inequitable interaction occurred between teachers towards male and female students. It may influence the quality and the quantity of the interaction within teaching and learning process (Griffith, 2008). Both female and male teachers are believed to spend longer time interacting with male students rather than female students since female students more well-behaved and more academic to which they are able to manage themselves, as a result, there is no need to provide more attention (Dindia, 2004; Duffy et al., 2002; Farooq, 2000; Spender, 1982). By the same token, male students are recognized by their disruptive nature that they often interrupted the teachers resulting teachers to perform more interaction towards them (Aukrust, 2008). Male students will have a larger portion of participation in the learning process, a greater opportunity, and exposure to learn English. Thus, an equal interaction is required to accomplish a certain goal of learning.

The teacher-student interaction can be equalized by the initiation of a particular language in the EFL classroom. The particular language employed in the teaching and learning process is acknowledged as a classroom speech act (Curtis & O'Hagan, 2003). Speech act refers to all the sentences that are uttered to actively do things with

some intentions and forces behinds the utterances that may affect the hearers' behavior (Yule, 1996). According to Searle (1969), speech act is classified into five forms: declarative, assertive, expressive, directive, and commissive. In the EFL classroom, directive is considered as a dominant form that is deployed by the teachers since it serves an interpersonal function to get the students perform a certain action (Sulistyani, 2017; Wulansari & Suhartini, 2015). There are various forms and functions of directives that can be uttered by the teachers in doing so since teachers must serve several important roles during the teaching and learning process; they serve as a controller, a director, a manager, a facilitator, and a resource (Brown, 2001; Harmer, 2001). These influential roles of teachers can be served by drawing on the appropriate forms and functions of directives towards the students.

Directives require the hearers to perform some kind of action (Searle, 1969). Directives take form into three domains: requisite (question), requirement (command), and advisory (suggestion) (Kreidler, 1998). The establishment of these classifications is made due to the difference of a choice that the hearers have when they are being imposed (Tsui, 1995). Furthermore, the distinctive forms of directives also uttered to serve various functions of communication. In the classroom contexts, the performance of directive operates to elicit, instruct, get the attention, suggest, address, advice, condition, and threaten (Amalsalah, Yamini, & Yarmohammadi, 2004). In addition, the balance communication will be acquired if the correspondence between the forms and the functions of directives is involved.

The forms and pedagogical functions of directives are able to be examined by following the taxonomy of speech acts developed by Searle (1969), Kreidler (1998), and Amalsalah et al. (2004). There are several number of studies in the field of directives following those frameworks. Directive is considered as a powerful type of act performed dominantly by the teacher in the classroom interaction since it involves all learning goals (Basra & Thoyyibah, 2017; Sulistyani, 2017). Teachers utilize directive through command and request to ask for confirmation, ask questions, order, elicit, and check knowledge and comprehension that affects teaching and learning process as well as the relationship between the teacher and the students (Wulansari &

Suhartini, 2015). Apart from this, several studies of speech acts following Searle's taxonomy along with the involvement of other domains, such as social status, cultural background, and gender of the speakers are emerged (Hedayatnejad, Maleki, & Mehrizi, 2016; Shams & Afghari, 2011). The findings of the studies revealed that there were different utterances uttered to people with low and high status to which direct speech acts were favorable to be uttered to a low-status than a high-status person. Moreover, in terms of cross-gender interaction, the speakers utilized more indirect speech acts. Meanwhile, in same-gender interaction, the speaker tended to be more direct. As a result, those factors are considered in influencing the choice of speakers' utterances towards the addressee.

Little attention has been addressed to a study focused on one form of speech acts, which is directive as the dominant form of speech acts uttered in the EFL classroom. Furthermore, past studies appear to have been restricted in examining all forms of speech acts without the association of gender as one of the impactful factors in the classroom speech acts (Drudy & Ui Chattain, 2002; Sunderland, 2006). The imbalance interaction occurred towards male and female students in the classroom cannot be administered since the nature and the quality of learning may be affected in a way that learning objectives are failed to attain (Garay, 2013). Additionally, the development of teachers' understanding of classroom speech acts towards male and female students is required to serve pedagogical intentions (Seedhouse, 1997). The proper variety of directive forms and functions is essential to be uttered by the teachers in order to provide an effective and a meaningful learning. Reflecting the matters, the study attempts to investigate the way teacher realizes directive speech acts in terms of forms and pedagogical functions towards male and female students in the EFL classroom interaction. Thus, an analysis of the problems will be examined by applying Searle's (1969), Kreidler's (1998), and Amalsalah et al.'s (2004) framework of directive speech acts.

1.2   Research Questions

This study seeks to answer following research questions:

1. what types of teacher's directive are used towards male and female students in the EFL classroom?

2. what pedagogical functions of teacher's directive are used towards male and female students in the EFL classroom?

3. how do teacher's directive impact EFL classroom interaction?

1.3 Purposes of the Research

With the association of problems formulated, the study aims at:

1. finding out which types of directive are used by a teacher towards male and female students in the EFL classroom,

2. discovering which functions of directive are used by a teacher towards male and female students in the EFL classroom,

3. investigating the way teacher's directive impacts EFL classroom interaction.

1.4 Scope of the Research

The limitation has been made in order to specify the problems in the research that is divided into three main discussions. First, it is intended to obtain the information regarding the classification of directive speech acts that are dominantly utilized by a teacher towards male students and female students in the EFL classroom. According to Searle (1969), speech acts are classified to five domains: declarative, assertive, expressive, directive, and representative. The concern of the study places on teacher initiation, specifically in directive speech acts since it is generally believed as the most dominant type employed by the teacher in the classroom (Basra & Thoyyibah, 2017; Sulistyani, 2017). The classifications of directive are investigated in the way teacher interacts towards male and female students. Second, it is intended to examine the pedagogical functions which are used by a teacher towards male and female students. Each of the forms of directive speech acts contain various functions that relates to teaching and learning process. Third, the study concerns on the way teacher's directive relates to EFL classroom interaction. Furthermore, the research

site is limited in a classroom of senior high school in Bandung, as a result, the findings of the study cannot be generalized to all levels of learners.

1.5 Significance of the Research

This study is intended to give several significances in several areas: theoretical, practical, and professional perspectives. Theoretically, this present study is expected to enrich the literature regarding the study of speech acts used by teachers, specifically directive, in the EFL classroom in Indonesia context. It also attempts to contribute in filling the gap of speech act study with students' gender related to speech acts as an influential matter. Practically, the result of the study is expected to administer relevant ideas and insight regarding the choice of directive may improve teachers' quality of teaching. It concerns on the way teacher reflects and evaluates the types and functions of directive to be utilized in the teaching process. Professionally, this study is also expected to contribute in providing insight on how teacher's deploy illocutionary acts based on gender of the students in the teaching process as professional development.

1.6 Clarification of the Main Terms

Several main terms will be briefly described and specified, below, in order to avoid misunderstanding and sustain convenience of the research:

1. directive speech acts in this study refer to sentences in a form of question, command or order, and advice performed by the teacher with some intentions and forces behind the utterances that may affect the hearers' behavior to do something desirable. In this case, the students in the EFL classroom (Searle, 1969; Yule, 1996),

2. pedagogical functions in this study refer to several functions of directive speech acts which is exhibited pedagogical orientation to encourage a substantial learning in the EFL classroom (Amalsalah et al., 2004; Sulistyani, 2017),

3. English as a Foreign Language (EFL) classroom interaction in this study refers to an interaction occurs in the classroom in which English is taught as a foreign language involving verbal and non-verbal exchange as an authentic communication (Ellis, 1990; Walsh, 2013).

1.7 The Organization of the Paper

The presentation of the research will be organized in five chapters along with specified subtopics in each chapter as follows:

Chapter I serves as the brief introduction to the area of the study. It outlines the background of the study, the research questions, the purposes of the study, the scope of the research, the significance of the research, and the clarification of the main terms.

Chapter II explains the theories underpinning the investigation of the research. It presents the notion of gender, the relation of gender and language, speech acts, types of speech acts, taxonomy of speech acts, forms of directive speech acts, pedagogical functions of directive speech acts, and the relation of gender and speech acts, language input, and classroom interaction.

Chapter III presents research methodology involving research design, research site and participants, data collection, and data analysis based on the framework.

Chapter IV integrates the findings and the discussions of the study obtained from classroom observation, field notes, and interview.

Chapter V compiles the overview of all data presentation and discussion as well as recommendation for further research.