

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study and the suggestions for further research. It is elicited from the interpretation of the findings and the discussions of the study presented in the preceding chapter.

5.1 Conclusion

In the teaching and learning process, language served as a medium of communication. In the development of it, utterances were projected to evoke inevitable consequences and social functions which served as a speech act (Celce-Muria & Olhstain, 2000). In the development of speech acts, it was classified into five types: declarative, representative, expressive, directive, and commissive (Searle, 1979). This study examined the utilization of teacher's directive. The teacher used certain forms and pedagogical functions of directive towards male and female students to manage and control the lesson activities.

Directive was the most frequent speech acts expressed by the teacher in the teaching and learning process. In every teaching and learning process, the teacher set up lesson objectives which had to be attained by the students at the end of the lesson. In this case, the students should understand the general structure of news items, write the news items, and read the news items. The teacher employed directive as an attempt to facilitate the students to follow the lesson activities. The teacher shaped the students to do something regarding the teaching and learning process. Directive is an interpersonal discourse management addressed and interpreted towards the hearers to affect either positive or negative behaviour (Ervin-Tripp, 1990; Merdana, Seken, & Putra, 2013; Searle, 1969; Sulistyani, 2017). In the EFL classroom, the teacher realized three forms of directive: question (requisite), command (requirement), and suggestion (advisory) to which every form was utilized respectively in the teacher-student interaction. However, there was uneven proportion of directives' forms addressing to which the male students received a greater number of every form rather

than the female students. For instance, the proportion of question (requisite) form received by the male students were larger in terms of a number rather than the total number which the female students obtained. Besides that, the teacher also differentiated the speech acts used towards the male and the female students in a way a certain form could be performed in a different manner. In providing suggestion (advisory) form towards the male students, the teacher used direct speech acts, whereas the teacher shifted the suggestion (advisory) form into question (requisite) form towards the female students as an attempt to back-channelling. Female-to-female conversation highly functioned question tags and back-channels in an attempt to exhibit understanding (Yule, 2006; Wardlaugh, 2006; Wareing, 2004).

Moreover, the teacher's directive also had pedagogical functions since it was situated in the EFL classroom to which the students were the addressees. Following Amalsalah et al. (2004), the study discovered 18 pedagogical functions. There were asking confirmation, asking question, elicitation, checking knowledge, checking comprehension, asking for clarification, checking learning, order, calling attention, nominating, commanding, instructing, grouping, guiding, correcting, suggestion, warning, and threat. The teacher also differentiated the proportion of the pedagogical functions of directive speech acts towards male and female students. In all pedagogical functions of question (requisite) form, the teacher expressed a larger number of it towards male students. For instance, in the function of asking question, the male students obtained more functions of it since the male students were realized by their disruptive nature (Aukrust, 2008). The teacher attempted to perform more interaction towards them to attain an effective classroom interaction (Prabowo & Alifiyanti, 2013). It also occurred to the other pedagogical functions of command (requirement) and suggestion (advisory) form. Notwithstanding, the female students received a larger number of nominating in the classroom since they were believed as more academic participants (Dindia, 2004' Duffy et al., 2002; Farooq, 2000; Spender; 1982) who were eager and willing to answer teacher's question.

Besides that, the findings of the study also revealed that student-centred approach is promoted and reflected the importance of teacher's directive as language

input that enhanced students' language output in the EFL classroom. Student-centred approach is promoted in a way that the students have active participation, broadened opportunity to meaningful learning, their needs to be facilitated (Brophy, 1999; Emaliana, 2017; Rogers & Frieberg, 1994) in the teaching and learning process. By these circumstances, students can learn through the interaction, practice, and improve their knowledge and language (Rezaee & Farahian, 2012; Xu, 2010). Then, language input motivated the learners' performance in the teaching and learning process (Ellis, 1990; Krashen, 1985; Red, 1998). The modification of directive speech acts in terms of a total number of particular forms or pedagogical functions was performed by the teacher in order to promote students' participation in classroom discussion. It is in association with the stages of scientific approach of 2013 curriculum, in the stage of questioning, the students' ability in thinking critically, drawing conclusion, giving and receiving opinions or ideas must be explored (*Kemdikbud*, 2013; Zaim, 2017). The modification used resulted in the students' willingness to answer the teacher's questions. Both male and female students produced precise, coherent, and appropriate responses. The students were able to provide comprehensive output due to an effective language input that the teacher performed to which comprehensive output was crucial in improving the students' language skills (Ellis, 1994; Long, in Zainil, 2013). Therefore, the association of teacher's directive as the language input and the students' performance as the language output was required to be maintained in order to provide a meaningful interaction.

5.2 Suggestions

The results of the study contribute to enrich the literature and provide valuable insight regarding the study of directive speech acts issued by EFL teachers that are related to gender and speech acts. That is, there are several suggestions that can be undertaken for the EFL teachers and the next researchers who share a similar interest in the field of directive speech acts.

For the EFL teachers, it is suggested to reflect and evaluate certain forms and pedagogical functions of directive speech acts utilized in the teaching and learning

process. As it is discovered, certain forms and functions of directive will influence the students in performing their language skills. Moreover, the EFL teachers should take students' gender as consideration, how gender as social construction is manifested and how it is handled to help students from marginalization in the interaction. Besides that, Ministry of Education involvement in raising gender awareness among teachers is required. They should provide training programs or workshops for the teacher to emphasize the importance of gender issues and raise awareness regarding gender stereotype in the EFL classroom interaction. It will support the Law on National Education System No. 20 of 2003 which mentioned that there should be equality for educational opportunity without discriminating the students based on gender, religion, race, and social class in the classroom (Chapter 7). The collaborative work between the teachers and the other stakeholders in raising gender awareness will promote teachers' professional development. As a result, the teacher may aware of gender issues in the teaching and learning process. Additionally, an effective EFL classroom interaction can be maintained and attained.

For further researchers, it is suggested to focus on other contributing aspects in the teaching and learning process. For instance, the investigation of directive speech acts utilized in specified language skills either receptive or productive skills. In accordance, the implementation of 2013 curriculum to which scientific approach is used should also be considered in the next study. Along with this, the contextual learning in Indonesia setting can be achieved. That is an insight on the way to realise speech acts effectively to acquire the ease of attaining lesson objectives will be commenced. In other respects, the performance of teachers' politeness strategy towards the students in the classroom is also in need to be examined since the teachers deploy several strategies in order to achieve the lesson goals. Therefore, the results of the study will strengthen both teachers and the students into a comprehensive quality of EFL classroom interaction.