

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Pragmatics is the branch of linguistics that deals with speaker meaning, and context is necessary if we want to analyze speaker expressions in order to understand the relationship between speakers and language. Furthermore, pragmatics can be said to be the study of meaning conveyed by speakers and interpreted by listeners. The meaning of the study is not appearance directly to the eye's senses, or methods of discerning meanings without actually being said or written. Therefore, to know the true meaning of speech, we must first know the context.

In pragmatic studies, speech acts are one aspect that speakers can use when communicating with listeners. There are five common types of functions performed by speech acts, such as representative, expressive, directive, commissive, and declarative. The theory of speech acts is similar to physical action. People also perform actions using language e.g. to give orders, to make requests, to give warnings or to give advice, etc. Every time a speaker says a sentence, he tries to get something done with words. In particular, speaker intends to exert an influence on the listener and he wants the listener to recognize this intention. Speakers and listeners are usually assisted in this process by a context called speech events. For example, the situation where a student enters the teacher's room with the state of the previous door is closed. But the student came in and did not close the door back. And the teacher said *'please close the door*

again'. From the speech act conveyed by the teacher, there is a purpose and hope of the speech act so that the listener of the speech does what he expects. The phrase '*please close the door again*' from that context if the teacher wants his students to close the door again. And based on that, the teacher also uses a directive, namely a request.

Students' character is inherent in the student himself which is influenced by the interaction between students and each other, between students and teachers, between students and the school environment and between students and the community environment. From the interactions that students have such as talking, we can know and conclude how exactly the character of the student is. The character of the student in question and what is expected is the student's behavior that reflects as a student who has good character and has a character when interacting with others. The expected character of the student is when the student can do things that are honest, polite, disciplined, hard work, responsible, and so on. Because of the character students is very important to be built and shaped. The establishment is not only the responsibility of the school, but also the parents and themselves of the students.

The student character seems to be fading these days. Especially now with the transition from online learning to face-to-face learning. Also, my observation is that students' current attitudes are not reflected to their friends, teachers, or even their parents as good students. As a result, teachers have some challenges in dealing with student personalities. So the teacher does not directly recognize the character of the student. This is because during online learning, teachers cannot directly see or observe each student's personality when giving instructions.

Based on observation writer will make in SMPS Bunda Mulia Silimakuta, the character of many students have deviated from the attitude of students who should be. It can be seen from the attitude and way of speaking students to others who are no longer ethical. Many students speak to their elders, but no longer involve politeness. This is because the lack of awareness of students is because character is very important, especially as students who are supposed to be role models for society and are different from people who do not go to school. But nowadays, the character between students who go to school and those who don't go to school is almost the same character, that is, it is not good.

This activity gave rise to the idea and interest of researchers to conduct a study on how teachers enhance the character of students, especially for students in ninth grade of SMPS Bunda Mulia Silimakuta. Based on observation writer will make in SMPS Bunda Mulia Silimakuta, a counseling study on giving empowering character through teacher speech in the field of counseling, teachers used different types of speaking act instructions. In a situation where two students are arguing, the teacher looks at them and says something like: From the utterance above „*Stop!*“ the speech act or the teacher has the meaning of the speech act „to command“. This can be seen by the context or the linguistic marker "*stop*". This means that the teacher is instructing the interlocutor or student who is arguing to stop arguing or to not engage in further discussion. It is also clear from the context that the students were arguing before the teacher saw it.

From previous research from research by (Ramadhanty et al., 2022) entitled Identification of Directive Speech Acts in Speaking Class Interaction, found that direct speech acts and their utilization have a significant impact in creating

effective communication, especially in class interaction. Research by (Krisdiah et al., 2022) entitled Teacher's Guideline found direct speech acts carried out by teachers through a virtual education process in this study. The results of the study show the form of referential speech acts carried out by the teacher during the teaching and learning process. Ask (25%), Ask (7%), Persuade (17%), Push (11%), Ask (16%). %), Command (11%), Forbid (5%), Allow (4%), Remind (4%). Study (L. K. Nisa & Abduh, 2022) entitled "Speech Act Reference Analysis in Teacher-Student Interaction in Learning Subjects in Elementary Schools" teachers use various types of directed speech acts during class activities, which is very good. Question-directed speech is the most commonly used directed secret by teachers. The directive speech act strategy is also the most common direct speech act strategy among teachers. The results of this study will be used as a source for further researchers.

The author's study contains data that is different from previous research related to what the author will do, namely the domain of my research is class IX at Bunda Mulia Silimakuta Middle School. And the theory that will be used in this research is the theory of Searle and Vanderveken (1985). The novelty contained in this study is in accordance with the background, namely this research was conducted in schools where the atmosphere was a transition from courageous learning to face-to-face learning. The contribution of this research is for students to grow and develop into human beings with good character so that they become the next generation to be proud of.

Therefore, speech act is very important in strengthening student personality. The direct speech act performed by the teacher is expected to be able to accept

and follow what the teacher says, especially to strengthen and build the character of the student. Directed speech acts are intended to prepare the listener to act on what the speaker says. Directed speech acts are forms of speech directed by the speaker to influence the language partner to perform actions including questions, requests, coercions, prohibitions, and commands. Through the direct speech act that teachers give to their students, teachers can give their students better character and become role models for the community.

Based on the explanation above, directive speech acts are very important to be spoken, especially by teachers. Especially because over the past few years, learning that takes place from school is carried out online. Therefore, this speech is very important to provide excess speech acts to students, especially now that there is a shift from online learning to face-to-face learning to strengthen the characters of these students. This guide speech is very important and necessary for students to develop good character and discipline.

The purpose of the study will analyze the effectiveness of directive speech acts carried out by the guiding teacher in ninth grade at SMPS Bunda Mulia Silimakuta. This type of research uses qualitative research methods. Based on the explanation above, researchers are interested in formulating the title of the study, namely:

"Teacher's Directive Speech Act on Strengthening the Students' Characters at SMPS Bunda Mulia Silimakuta"

1.2 The Problems of the Study

Based on the background of the research above, the author formulates the problem in the form of questions as follows:

1. What are the types of teacher's directive speech act on strengthening students' characters in ninth grade at SMPS Bunda Mulia Silimakuta?
2. What is the dominant of teacher's directive speech act on strengthening students' characters in ninth grade at SMPS Bunda Mulia Silimakuta?

1.3 The Objectives of the Study

Based on the formulation of the problem above, the objectives of this research can be formulated:

1. To find out the types of teacher's directive speech act on strengthening students' characters in ninth grade at SMPS Bunda Mulia Silimakuta.
2. To find out the dominantly of teacher's directive speech act on strengthening students' characters in ninth grade at SMPS Bunda Mulia Silimakuta.

1.4 The Scope of the Study

In pragmatics, there are three types of speech acts: locutionary act, illocutionary act, and perlocutionary act are all examples of acts. A locutionary act is one in which the literal meaning is the act of saying something. The illocutionary act is one that as the listener to take action. The act is producing the perlocutionary act. What the speaker says has an effect on the listener. The focus of this analysis is the illocutionary act is study. The illocutionary act is the act of saying something. The scope of this study is significantly clasified types of

directive speech act that explained by Searle and Vanderveken (1985), namely direct, request, ask, urge, tell, require, demand, order, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, pray.

The scope of this study is limited to knowing how teachers can carry out directive speech actions effectively towards strengthening students character, namely by the guiding teacher in the class, students in ninth grade at SMPS Bunda Mulia Silimakuta which consists of 5 classes particularly for subject of counseling guidance. The directive speech act here is in the form of giving advice, making suggestions, giving orders, and asking requests and strengthening the characters of each student to become a student with good characters.

1.5 The Significance of the Study

The benefits of this research are seen from two sides, namely:

1. Theoretically

This study will hopefully provide a better understanding of pragmatics study, particularly the speech act. More information and knowledge can be obtained by the reader about speech act research in general, and the type of speech act in particular directive speech act. It is hoped that these theories will assist the reader in identifying the speech act includes different types of speech acts as well as the context of the situation. The results of this study are expected to contribute to the scope. Linguistics, especially in pragmatic studies related to strengthening student character.

2. Practical

a. For Students

The results of this research are expected to improve and strengthen the good character of students and be able to apply it in community life.

b. For teachers

The results of this study can be a consideration for teachers in providing advice to shape and build student character.

c. For writer

The results of this research are expected to contribute knowledge, experience and direction for the researcher to prepare self to become a professional teacher. And for the next researcher, hopefully this research can help in knowing more information and knowledge related to speech studies, especially speech acts.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

A Review of theoretical framework associated with this study. The theory that is central to this research is the theory of speech acts. The theorists from the theoretical framework underlying the data analysis of this study:

2.2 Pragmatics

Yule in (Dewi, 2021) asserts that pragmatics is the study of covert meanings, or ways of perceiving them even when they are not actually said or written. It is therefore more concerned with analyzing what people mean by what they say than the meaning of the words and phrases in the utterance itself. Pragmatics is concerned to significance through perspective (Chapman & Clark, n.d.). It is the investigation of the interpretation communicated by the communicator and understood by the audience. This type of research necessitates interpreting that which words understand in a situational setting and how that context influences what they say. We need to think about how to organize what the speaker wants to say depending on when, to whom, where and under what circumstances.

Pragmatics could be regarded as a supplement to language teaching. Phrases associated with pragmatic explanations were linguistic trashcans. While Chomsky's possess research was primarily confined to phenomena, (Kasher, 2018) believes that his objective, scientific conception of methodology extends beyond syntax and lends itself to interesting applications such as pragmatics.

According to Gazdar in (Sauerland & Schumacher, 2016) pragmatics had become a legitimate subdiscipline of linguistics by the late 1970s, but not by the early 1970s. This could be attributed to Grice's reasoning and discussion lectures, which have circulated in various forms since the late 1960s. Pragmatics is a relatively recent field of language studies, with roots in ancient Greece and Rome. It dates back to where the word pragmaticus would be discovered in Old Greek word and pragmaticos through Greek, each indicating for being realistic. The contemporary application and exercise of applied linguistics is based on principles of American philosophy rational thinking. For example, a practical interpretation of semiotics and the study of verbal communication in *Charles Morris's Foundations of Semiotics* (1938) help clarify the differences between semiotics and mainstream efforts in language studies.

2.2.1 Context in Pragmatics

Pragmatics and discourse analysis are approaches for examining the relationship between language and its situational backstory. They share many similarities. Examine the circumstances, the words, and the feature. It investigates the portion of definition that can be clarified by physical and interpersonal understanding of the world, as well as the cultural factors that influence interaction. So it defines interpretation by examining when and where words were pronounced or composed Yule 1996; Peccei 1999 in (Acts et al., n.d.). The presenter constructs the lingual statement and aims or assumes the interpretation, whereas the viewer interprets the statement and deduces the meaning (Brown and Yule, 1983; Thomas, 1995) in (Al-hindawi & Saffah, 2022).

Context and applied linguistics are concerned with how different parts of speech and writing be coherent and meaningful to participants Cook, 1989 in (Wu, 2013) Coherence in discourse analysis and applicability in pragmatics refer to the attribute to be relevant and consistent. The way statements in a text contribute to one another by relating forward or backward to other words in the text is referred to as cohesion. Its research of how meets all the requirements presumptions arrange writings in meaningful ways is known as relevance theory. Functions are the speaker's simple speech targets and hard verbal interaction targets. Throughout the Queen's case, the goal was to keep the attendants from mocking her. Speech acts are components which conceal functions and classify whatever the utterance is destined to do, like promises, apologies, threats, and so on.

2.3 Speech Act

Austen's involvement, according to Strawson in (Ramia, 2018) caused someone to to overlook the key fact that several utterances are not interpersonal within that way. It is important to recognize the speaker's intention to perform the utterances. For instance, when the person tells a prepositional statement, does she indicate it as a legitimate inquiry for information, a figure of speech, or something else.

The theory of speech acts is similar to the concept of body movement. Humans use language to carry out actions as well orders, demands, warnings or advice, etc. What are we doing when we use language? Speech acts are communicative acts (apologies, complaints, compliments, etc.). For example, "*That's warm now,*" rather than simply providing weather reports, could be a

requirement. Each moment a statement is spoken, the speech is attempting to accomplish something with that word. He specifically proposes to create an influence on the audience and wishes for the audience to be aware of that intention. Audio events are typically used to assist speakers and listeners in this procedure. Determine the perception of speech as the execution of specific utterances. Implied regulations are interpretive expressions that begin with the first participant singular and consist of actionative verbs that specify what type of action is being conducted. Inference run utterances are run expressions without a verb. Constituents are assumptions which try to describe actual fact and can be determined to be correct or incorrect.

Anyone who communicates should have a goal and want an appropriate response to what is being communicated. According to Yule (1996:54) in (Acts et al., n.d.) There are acts of speech such as apologies, complaints, compliments, invitations, promises, demands. An utterance is defined as an utterance accompanied with an action. Through interaction, the communicator also says things, but also does things.

2.3.1 Classification of Speech Acts According Theory of Austin (1962)

The book „*How to Do Things with Words*“ by J.L. Austin has prompted intellectuals to spend close attention on the non-declarative need for linguistic. *Example (1) I assume six cents that it's going to pour later today. (2) Please accept my apologies. (3) I comment us to 15 years in prison. (4) I swear.* These phrases are used to do specific things rather than to define specific things. Bet, apologize, accuse, or promise. The aspect of the speech act includes the speech act and the speech act (Mabaquiao, 2018).

Locutionary act is correlation values with interpretation in the classic way, and is nearly similar to pronouncing a specific quote with a specific meaning and relation. Wijana (2003) in (Hermansyah et al., 2022) refers to the speech conduct as the speaking declaration. This act generates a meaningful sound. Furthermore, because it can be done without involving the speech context in the identification, this kind of speaking act is the simplest to recognize.

The illocutionary act relates to what the speaker intends to accomplish by saying stuff, and it could be an expression of assertion, promise, apology, threat, command, question, and so on. This is done by uttering the following words: An order, an offer, a promise, a threat, a thank you, and so on. A speech act's feature isn't just to say things, but also to do it. As a result, this approach is referred to as the action of performing a task. The intention of the utterances is to generate speech, which is referred to as speech power. A speaker uses speech power to make stuff known in a dialogue or interaction, and the listener obtains that details. Speech is normally represented using a group of participles known as executive expressions (Horn & Ward, n.d.). It is challenging to classify a speech act as a speech act because it has to take into account who the speaker and listener are, when and where the conversation takes place, etc. Speech acts are therefore central to understanding speech acts.

The words spoken by the speaker usually have some power or influence on the listener. This effect is produced by the speaker, whether it is intentional or not. A "Perlocutionary act" is a category of utterances used to inspire the listener. This is referred to as influencing someone. Use language as a tool and states that Perlocutionary act are performed by language according to Cruse in (Ravin &

Leacock, 2014) In situations where you are stating assuming that the listener can recognize the intended effect, e.g. *"I just made a cup of hot chocolate"*, the speaker may want the listener to drink the hot chocolate. Perlocutionary act as well corresponds with how we influence or accomplish that by mentioning things, such as persuasion, dissuading, unusual, or confusing.

2.3.2 Classification of Speech Acts According Theory of Searle

According to Searle (1976) in (Ronan & Lausanne, 2015) all legal acts are divided into five categories: The representative entrusts a speaker with truth of the uttered sentence by stating whatever the communicator considers to be correct or false (such as, assertions, conclusions, factual statements). *The planet is spherical* (factual statement). A command is an attempt through the communicator to persuade the recipient to take action (ask). Commissive entrusts the speaker with a future course of action (promises, threats, offers, denials) that the speaker intends to take. Expressive systems express the state of mind and feelings of the speaker (thanks, apologies, greetings, congratulations). Declarations of war tend to result in immediate changes in institutional conditions and rely on elaborate extraverbal institutions (marriage, declaration of war, dismissal). These speech acts change the world through speech.

Illocutionary acts are classified into several types. These types of speech acts are also referred to as types of speech acts in other references. According to (Searle & Vanderveken, 1985) in illocutionary acts are classified into five types, which are as follows:

a) Representatives

A representative concept is the statement's explanation of the veracity of the statement. They express external reality by modifying their utterances and words to reflect their beliefs about the world. This component was referred to as "forceful" by Searle. A representative is a statement that binds the speaker that something is true. This guy performs actions like: say, explain, confirm, boast, conclude, assert, etc. for example: This statement, *"No one can make cakes better than me,"* is representative of a particular truthful statement (Peccei, 1999:51) in (Acts et al., n.d.). For instance, the Indonesian president at the time is Joko Widodo. Joko Widodo is the President of Indonesia, according to the above statement. Within that instance, the person speaking employs the nonverbal act of expressing (explaining).

b) Directives

This category implies that the speaker instructs the listener to take several required actions that conforms to the viewer's utterances (Peccei, 1999:51) in (Pulungan et al., 2019). For this reason, utterances in this category are intended to induce the recipient to take action. Directives execute commands, commands, requests, warnings, suggestions, invitations, and others. For instance: *„Laura, unlock the door!"* The author wants the listener (Laura) to take action when she says *"Unlock the door, Laura!"* (Unlock the door). The word "similar" is used by a speaker to indicate a command directive speech act.

c) Commissives

Communicators within that category dedicate to future actions that match words to words. How to express what the speakers intend, commissives are

utterances that speech generates to react to future speech. In this case they are promises, pledges, plans, threats, offers, etc. Such a concept may be used by the communicator on its own as a component of a group. "Carry her to the physician," for example. The condition is that Steve's cat, Coco, is sick, and he takes her to the veterinarian for a checkup (Peccei, 1999:51) in (Pulungan et al., 2019). For instance: I swear that I'll return your novel the following week. In the above statement, the communicator wants to return the book the following week (upcoming activity). The word "swear" is used by the communicator. This indicates a commissive speech act.

d) Expressives

Searle also creates several Speech Acts that are mainly concentrated on depicting the subject's expressionistic emotions. The subject's emotive use of the language adapts the language to the (emotional) world. Chris Gardner's *Fantastic Acts of Happiness-Seeking Dialogue Movie 39 Expressions* such as gratitude, apology, welcome, mourning, love, like, dislike, delight. *"I'm so sorry!"* is an example of a phenotypic apology. It reflects the speaker's need to apologize to the listener. Example: *'Beloved, congratulations on your academic!'* The speaker feels his or her emotional condition as a compliment to the listener in this statement. The speaker congratulates the listener on winning an award. The word "congratulations" is used by the communicator. This denotes the phrase's speech act (congratulations).

e) Declarations

The declaration that an effectiveness of one of its participants results in a match between of textual content and actual fact, and an achievement ensures that

subject line coincides to the community, is a feature of this category. Pronouncement is a verbal act that changes the world through speech. This action causes a change in the aforementioned object or state or state of the object only by the fact that the declaration was successfully executed. The speaker alters the universe of statements by using descriptions. Step down, disqualify, baptize, identifier, data interchange, designate, denounce, proclaim, accept, criticise, bless, heal, appoint, verify are all declaration verbs. With the words "*I am firing you from today,*" the speaker (boss) announced that his employee had been fired. The communicator in this example employs the body language act of declaration.

2.3.3 Classification of Directive Speech Acts According Theory of Searle and Vanderveken (1985)

Searle and Vanderveken (1985:37) in (Mayssara A. Abo Hassanin, 2018) state that the directive speech act has the point "*The directive point is to try to get other people to do things.*" Then, Searle & Vanderveken (1985:198) divided the directive speech acts by twenty-four kinds, namely direct, request, ask, urge, tell, require, demand, order, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, pray. Of the twenty-four kinds, below are some explanations of the six directive speech acts found in this study.

1. Ask (Ask/Request)

The act of asking is a speech act taught by speaker to get something from the speaker. Searle and Vanderveken (1985:199) explain that ask has the same meaning as request. However, there is a difference between the two lies in the number of goals. Ask has two purposes of use, namely (a) nisi to ask something

and (b) nisi to ask someone to do something. In the act of requesting, the speaker may reject the speaker's request.

2. Tell (Tell/Order)

A speech act is an act taught by the speaker in order for the speaker to perform an action desired by the speaker. In the speech act of telling, Searle and Vanderveken (1985:201) interpret that the speaker must have a higher relative power than the speaker.

3. Forbid (Forbid/Prohibit/Enjoin)

A prohibitive speech act is a speech act taught by speakers by not allowing the speaker to do something. Searle and Vanderveken (1985:202) interpret that the difference between forbid/prohibit and enjoin is in the degree of formality. Enjoin is a form of prohibition in a formal variety, for example a ruling in the realm of law while forbid / prohibit is a form of prohibition that is not related to the law.

4. Allow (Permit)

An allowing speech act is a speech act spoken by speakers with the aim of allowing the speaker to do something.

5. Suggest (Suggest/Insist)

A suggested speech act is a speech act spoken by speakers by giving advice or advice to the speaker to do something. Speech acts suggesting or giving advice to the speaker by Searle (1985:202) include directive speech acts.

2.4 Characters

Character is one of the most important things in a person. Character is the most basic thing a person must have in order to act as a virtuous person. Good character is what parents want to achieve and what children dream of. Parents

always dream of their children having strong moral character, being polite in ethical and aesthetic matters, and behaving appropriately in everyday situations (Hermansyah et al., 2022). Character building is essential and urgent. Developing this country requires building good character, ethics and attitudes (Martini et al., 2018). Nation development requires good-natured personnel (Martini et al., 2018). A character here is a good character who can have a positive impact on society. However, as time goes by, the personality of the individual begins to fade, especially for the students who will become the next generation of the country.

Character education is a type of education that aims to change an individual's attitude toward ensuring positive character (M.K. Anwar, 2010) in (Baharun & Ummah, 2018). In simple terms, this gives rise to an attribute that occurs in every sentient being distinguishes them. Normative education is a way of nurturing the theory test possibility for being and familiarization with positive qualities, i.e. developed through learning (Baharun & Ummah, 2018).

Schneiders (1960) in (Baehaqi, 2020) explained that unless children are trained and reinforced from an early age, children are most likely to fail individuals, especially those who understand identity and lose a sense of responsibility. In the world of learning, Schneiders (1960) in (Baehaqi, 2020) stated that it is important to reinforce the disciplined character of the student, and showed that students with disciplined character can control themselves over deviant behavior. rice field. However, the ability of students to control themselves is also not easily formed, and it also requires the desire, awareness, attention and encouragement of schools, especially teachers who are constantly in direct contact with them (Baehaqi, 2020).

Effective communication is said to be a skill that each person must learn. Teachers' ability to guide and coordinate class opportunities that are not solely focused on students' cognitive and psychomotor development is influenced by educators' perspectives on student moral values (L. K. Nisa & Abduh, 2022). However, other phrases that can encourage students to stay active can be used along the way (L. K. Nisa & Abduh, 2022).

Based on the character description above, it can be implied that character is very important to be built, especially in today's students. Especially because previously learning was carried out online, so teachers could not directly monitor the character of students when participating in learning. But at this time, learning has been done face-to-face. So it is hoped that teachers can strengthen the character of students by providing directive speech. Through the role of teachers in schools, students can become students with good character.

2.5 Previous Study

The researchers examined and read several research papers by the other researchers in order to carry out this study. Several related studies were performed to compare this study with other related studies. First, an earlier study from a study by (Ramadhanty et al., 2022) entitled An Identification of Directive Speech Acts in Speaking Classroom Interaction, published by the International Faculty Conference on English Language Teaching. In this study, researchers found that direct speech acts and their use have a significant impact on creating effective communication, especially in classroom interactions. Lecturers certainly offer different kinds of instruction to their students. The results of the study will serve as a guide for carrying out extensive this study.

A second recent paper, titled *Teacher's Guideline* (Krisdiah et al., 2022) was published in the journal *ICOLAE 2021*. Language is entry was posted in laws. Campus education is a teaching and learning process that takes place online. Researchers discovered direct speech acts performed by teachers all through virtual educational process in this study. A result of the study shows a form of referential speech act performed by teachers during the teaching and learning process. Ask (25%), Beg (7%), Persuade (17%), Push (11%), Ask (16%). %, Command (11%), Ban (5%), Allow (4%), Remind (4%). The results of this study will be used by researchers as a reference for the author's work.

(L. K. Nisa & Abduh, 2022) published "*Referential Speech Act Analysis in Teacher-Student Interactions during Subject Learning in Elementary Schools*" in the *Journal of Educational Research and Development*. Announced strategies for teacher and student speech behavior during the learning process and triangulation were applied to demonstrate the information's validity. According to the findings of this study, teachers use various types of directed speech acts all through the classroom activities, which is excellent. The question directed utterances is the most commonly used directed statement by teachers. The direct speaking directive speech act strategy is also the most prevalent direct speech act strategy among teachers. The findings of this study will be used as a resource for future researchers.

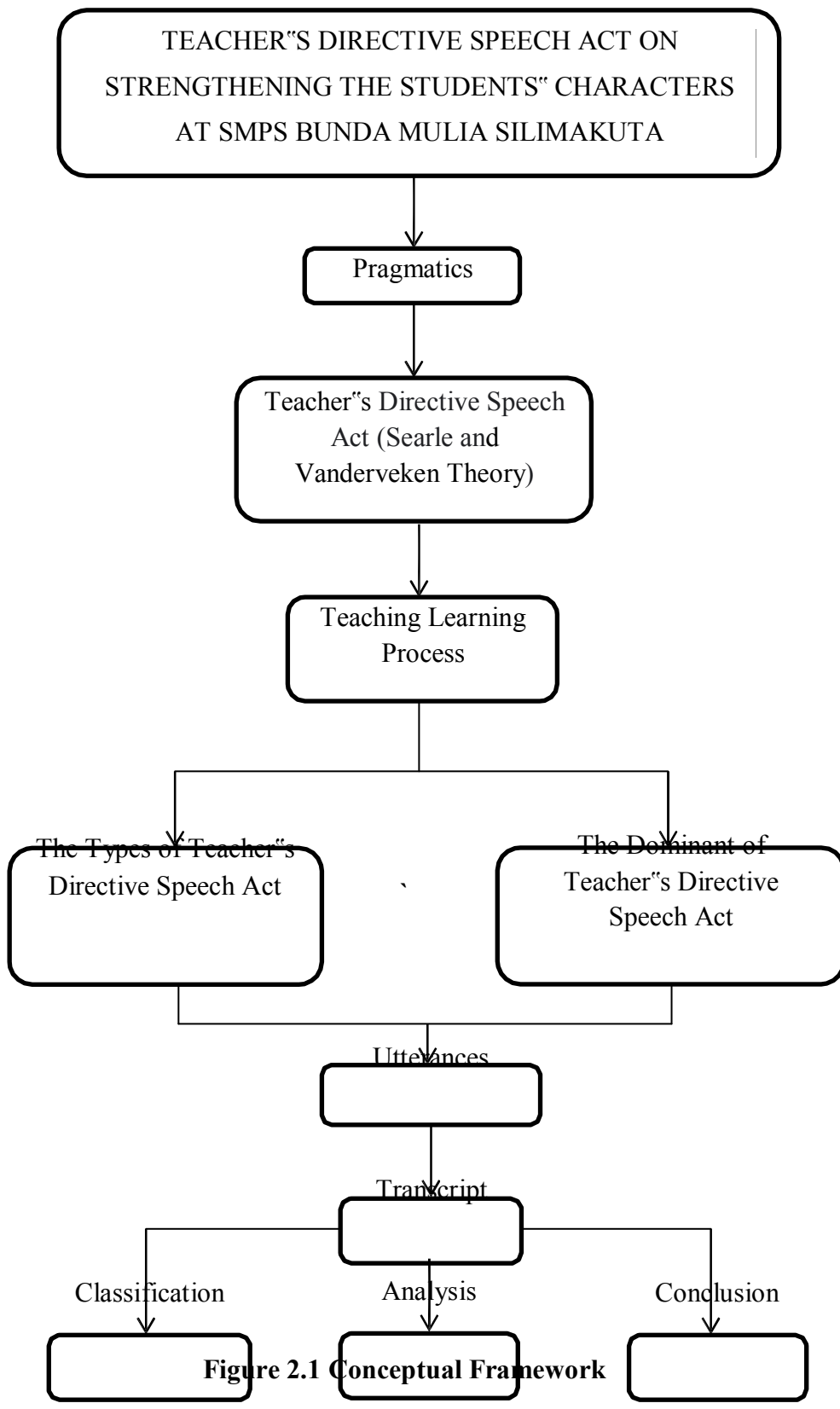
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The writer's study contains data that differs from previous research associated with what writer will do, namely my research domain is school in grade nine at SMPS Bunda Mulia Silimakuta. And the theory that I use the realm of my research is the theory of Searle and Vanderveken.

2.6 Conceptual Framework

The Conceptual Framework describes situations in which teachers of counseling subjects give verbal act instructions to students during the learning process in the classroom. The teaching of the teacher's speaking act is aimed at strengthening the personality of the student. Based on speech acts, analyze what instructions teachers give and what instructions are given most often.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

According to Gay (1991) in (Sasmita et al., 2018), descriptive methods considered appropriate for describing the current state of a research subject. Arikunto (2002) in (Sasmita et al., 2018) also stated that descriptive research is research that explains or depicts the current situation. As Creswell (2012) in (Suryandani & Budasi, 2021) Qualitative Descriptive Research describe cultural problem using detailed description and to elaboration their opinions. Nassaji (2015:129) in (B. Nisa et al., 2020) stated that qualitative research is more holistic and often requires rich data collection from a variety of sources in order to better understand the opinions, perspectives, attitudes, of each participant. Qualitative methods rely on various theories in detail and therefore evolution of collected data.

This study focused on describing the varieties of teacher's directive speech on strengthening students' characters and the dominant of teacher's directive speech on strengthening students' characters in ninth grade at SMPS Bunda Mulia Silimakuta. Researchers obtain descriptive qualitative research because this research is to understand the phenomena about what the subject of study experiences such as behavior, perception, motivation, action, etc. Holistically, and through descriptions in the form of words and languages, in specific natural contexts, and by combining natural methods with research methods, such as analysis, recording, listening, and taking notes.

3.2 Participant of Research

According to the view of Sumarto (2003: 17) in (Iii & Penelitian, 2015) Participant means the active participation of a person or community by providing support (energy, mental or material) and responsibility for all decisions made to achieve mutually agreed goals. A research site is where research takes place. Determining the research location is a very important step in qualitative research. This is because determining the research location defines the subject and purpose and makes it easier for the author to carry out research. This location may be in a particular area or institution of society. The participant of this study is ninth grade students who followed the subject of counseling guidance take place at SMPS Bunda Mulia Silimakuta. Researcher choose ninth grade because they had passed 2 years of online learning and now have conducted face-to-face learning consisting of 5 classes.

3.3 Data and Source Data

The data will derive from guidance and counseling teacher's utterances at SMPS Bunda Mulia Silimakuta. The researcher chose the object because, based on the observations, the material about the speech act will be thought in the ninth grade. This study was carried out to help participants categorize which speech act used by the teacher. The source of the information was determined using this information. That is, out of a conversation between a teacher and a student in which the guiding speech included a guiding directive speech act.

The sample was chosen at random by the researcher. According to (Arikunto, 2019) random sampling is a single way to obtain the representative

sample, but the probability is higher for this procedure than any other. The researcher used direct observation to analyze the lecturer's utterances.

3.4 The Instrument of Collecting Data

The method for gathering information used by writers is to write down and record the results of the recordings made on the smartphone. Recording can be done using the smartphone's recording device and the camera as a documentation tool. The writer records teacher dialogues or speeches during the learning process in the classroom, as well as teacher-student activities in the classroom.

3.5 The Techniques of Collecting Data

In this study, the researcher employs some data collection techniques. Observation and documentation are the techniques used. Observation is a method of gathering data by closely examining a phenomenon and providing evidence of it. The audio recording was carried out by the observation. The data will capture using an audio recorder.

The steps are as follows:

1. Recording the teacher's speech directly in class
2. Listen to the recording and try to understand what the teacher is saying
3. Listen to the recording again to check the accuracy of the data
4. Transcribing data into written form

3.6 Techniques of Analysis Data

Following the techniques of analysis data, the educator performed the direct speech act during the learning process of Subject Counseling in grade nine at SMPS Bunda Mulia Silimakuta. The data are analyzed as follows:

- 1) Determine the types of verbal act instructions that the guidance counselor will utter to strengthen the student's character. For example: Command, command, request, warn, suggest, ask, speculate, invite.
- 2) Use the following formula to determine the type of guidance for speech acts most commonly spoken by guidance counselors to enhance student character:

$$- \times 100 \%$$

Description: x = the proportion of objects

f = Frequency

N = represents the total number of objects

3.7 The Triangulation

Surveying is a type of triangulation based on the concept of triangulating multiple data sources that qualitative methods can use to improve the accuracy, veracity, and relevance (reliability and integrity) of social research. Denzin (1989) in (Fusch et al., 2018) proposed triangulation to link participants, schedule, and area. The triangulation of researchers in a study is used to correlate results from multiple researchers. Multiple theoretical strategies are used in theoretical

triangulation to correlate. For location and date from variety of research methods, use orderly triangulation.

1) Data Triangulation

The most basic mistake students make when discussing triangulation is complicated data triangulation with methodological triangulation. Consider what Denzin (2009) in (Fusch et al., 2018) refers to as people, time, and space as a shortcut to thinking about triangulating information to prevent ambiguity. These three items (regardless of how they were generated) are linked and continuous. Each data item signifies a distinct piece of information associated with the same occasion. Look for similarities in various environments. Furthermore, data points are collected over time to analyse series of transactions (days, weeks, months, and years).

2) Investigator Triangulation

In the most basic sense, multiple investigators/researchers investigate a phenomenon. Denzin (2009) in (Fusch et al., 2018) points out that this does not include programmers, students/assistants, or data her analysts. Rather, the people with the best skills should be closest to the data. Bias is mitigated by the fact that different researchers have observed the same data and may disagree with their interpretation.

3) Theoretical Triangulation

In theoretical triangulation, various theories and alternative theories are applied to datasets. Specifically, it looks at the results in a philosophical approach and through conflicting theories. Some other systematic decision is to share relevant data with researchers in order to discover new theories.

According to Denzin (2009) in (Fusch et al., 2018), this entails extending the theoretical lens through his six-step process of extending known knowledge.

4) Methodological Triangulation

According to Denzin (1970, 1978) in (Fusch et al., 2018), methodological triangulation could be terms of inter or multi (also known as cross-method), but the most generally recognized types are: It's done in the following way: Multiple data sources were found in the theme. In qualitative case studies or ethnomethodology, for instance, methodological triangulation results from a variety of research methods (conversations, group discussions, observations, etc.) and is triangulation within methods, but both quantitative and qualitative. You end up triangulating the data from a combination of techniques. Mixed method study Triangulation between (or between) methods. The problem is there are still weaknesses in the approach that can affect the data. According to Denzin (2009) in (Fusch et al., 2018), the ideal application is triangulation between methods to account for errors and defects. Triangulation between methods takes advantage of both to overcome their weaknesses. The goal is to gain a deeper understanding of the phenomenon. Effectiveness does not always improve.