Directives Used in Class Interactions by Grade 4A and 4B During Teaching and Learning Process at Primary School of Green School

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A B S T R A C T

This study was aimed at analyzing the types and the functions of directives used by teachers and pupils in class interactions during teaching and learning process. The subjects of this study were the teachers and the pupils in grade 4A and 4B of Green School. The data were collected in the form of verbal interactions. There were two instruments used in conducting this study, namely observation sheet and recording camera. The result of analysis showed both teachers and pupils tend to use bald imperatives in class interactions during teaching and learning process and they mostly used directives to request someone to do certain action. The number of bald imperatives which were used by teachers were 116 utterances meanwhile the pupils used 38 utterances. The teachers used directives to request someone to do certain action in 146 utterances meanwhile pupils used directives 56 utterances to request someone to do certain action.

1. Introduction

Research has found that classroom interactions on speech act can help learners to improve their performance of speech acts and thus their interactions could run well .To a great extent, the language used by teachers and students in classroom determines what is learned and how learning takes place. Teachers' speech acts are extremely important, not only for the organization of the classroom but also for the processes of acquisition. In term of acquisition, teachers' speech acts are important because it is probably the major source of comprehensible target language input the leaner is likely to receive. In Cullen's term (1998, see Celce-Murcia, 2000: 222) that the primary functions of teachers talk (speech act) is to support and enhance learning. Cullen (1998) stated that the need to recognize the importance of pedagogical function of teachers talk within the classroom context and to view it as genuine communication.

Those explanations above tell us about the importance of speech acts. Shortly speaking, a speech act is a verbal act that a speaker performs when making an utterance (Searle, 1969: Austin, 1975). The function of speech acts in teaching and learning process could be observed when the teacher or the students give commands or ask each others to do something (directive acts), giving statement or information (representative acts), making promises (commissive acts), and so forth.

In Green School where most of the students are expatriats, the competency in speaking English is absolutely needed. Based on the pre-observation that was conducted in grade 4A and 4B at Green School which is located at Sibang Kaja street, Banjar Saren, Abiansemal, Badung, Bali,Indonesia most of the utterances which were produced by the teachers and students were in directive forms The use of the term 'class interaction ' on this research was used since the studies were not only conducted in the classroom but also outside of the class.

Green School is a unique school which bring the concept of nature where all the building were made by bamboo and it was also certified by U.S Green Building Council as the greenest school on earth on 2012 those are the reason why the researcher feel interested to conduct this study there. Meanwhile the chose of grade 4A and 4B were choosen since both of the grade has several subjects which are really interesting, for example Bahasa, where the foreign students can learn about Indonesian Language, Indonesian study where the expatriat students can learn about Indonesian culture, geografy,citicen and so forth. They also got Green study subjects, thematic and also drama which makes the research particular to be conducted since those subjects are rarely found in Indonesian government schools.

The background above lead us to the purpose of this study, namely to investigate the types of directives and to find out the function of directives used by the teachers and the pupils in class interaction during teaching and learning process in grade 4A and 4B at primary school of Green School.

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2. Methods

This study is a qualitative study and designed in form of classroom research and Ethnography of Communication using an observational design. According to Hopkins (1993:1), "Classroom Research is an act undertaken by teachers, to enhance their

own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities.'

This study also can be categorized as an Ethnography, because the communicative behaviors of the subjects appear in actual events of class interaction within class community' (Hymes. 1974 in Karismayanti. 2005:23). The data of this research was taken in three steps, namely pilot study, class observation, and checking the validity and reliability of the data .The first thing which was done by the researcher was recording the class interactions through recording camera then it was transcribed in written form and the researcher did inter-judge reliability with the teachers in order to get the reliability of the data (Gronlund:1985). The result of the consistency was 90.26%, tt means that the data were highly reliable.The sources of the data in this study were the spontaneous conversations which happened in class interactions. The participants of this research were the teachers including teacher assistants, volunteer teacher, foreign and Indonesian teachers also the pupils in grade 4A and 4B. Grade 4A consist of six females and eight males meanwhile the pupils in grade 4B consist of seven females and eight males. There are a foreign teacher, an Indonesian teacher and a teacher assistant of each class.

The research instruments for this research are an observation sheet and a recording camera. The data analysis for this research is conducted by doing several steps, namely: 1) the obtained data were transcribed first for clarify of classification, 2) the data was numbered of for each unit of the utterance, 3) The data were classified into the six types of directives, 4) The total of frequency of the types of directive acts used by the teachers and the pupils were obtained, 5) To classify the speech acts categorically, each utterance was coded accordingly by using a coding system form. This form is a way to analyze the total frequency of a particular behaviour occurs during a specified period of time (Reed & Bergemrnann, 1993: 11).

3. Result and Discussion

After analyzing the five videos which were taken during teaching and learning process, it was found that the total utterances in grade 4A and 4B in class interaction were 885 utterances. From those utterances, the teachers employed 413 utterances, while the pupils used 472 utterances. It could be seen on the table below:

Table 3. Types of the Teachers' Speech Acts

Types of Speech Acts	Frequency	Percentage
Directives	281	68.04%
Representatives	78	18.89%
Expressives	38	9.20%
Commisives	15	3.63%
Declaration	1	0.24%
Total	**413**	**100%**

From the table above it could be seen that the teachers mostly used directives meanwhile the pupils mostly used representatives. However, this study was focused on the interaction between the teachers and the pupils. Thus, all types of both the teachers and the pupils' speech acts were counted. As a result, from all the utterance used by both the teachers and the pupils, it was found that directive acts were counted 380 utterances or 42.94%, representative acts were counted 283 utterances or 31.98%, expressive acts were counted 193 utterances or 21.81 %, commissive acts were counted 27 utterances or 3.05%, and declaration acts were counted 2 utterances or 0.22%. From this result, it could be concluded that directive acts were mostly used during the class interaction. Therefore, the study was focused on directive acts. From the table above, it was found that the total of directives used by the teachers were 281 utterances. Bald imperative was the highest frequency of directives that was counted 116 utterances or 41.28%. This happened because the teachers want to guide their pupil in explicit way since they are still young learners who need more guidance in teaching and learning process. In anothers side most of them are little bit naughty as they were around 9-10 years old so they prefer to play rather than focus on the lesson. Meanwhile the total utterance used by the pupils were 99 utterances, those are 1) need statement, 2) bald imperative, 3) embedded imperatives, 4) permission directives, 5) question directives and 6) hint directives.

This was based on the class situation. Some of pupils in grade 4A and 4B were quiet naughty, and sometimes they did not focus on the lesson.Another function of directive that often used by the teacher was to check pupils' knowledge. This function was implicated in the question form. Thus, in class interaction, the teacher often asked some questions toward the pupils, this was done to initiate a verbal interaction between the teacher and the pupils.Teachers also permitted students or allowed students to do certain action during teaching and learning process, for example : well, okay, Blaise!, this utterance allowed the student to propose her opinion'. In another side, the teachers also sometimes check students' understanding through several questions in order that she/he knew how much the pupils understood about his/her explanation. The entire directives which were uttered by the teachers in class interactions during teaching and learning process were used in order to make the process of teaching and learning could run well.

Meanwhile the functions of directives used by the pupils in grade 4A and 4B at primary school of Green School could be seen on the table below:

Table 12. Function of the Pupils' Directives

Functions of Directives/frequency/percentage

To clarify certain information/4/4.04%
Example:
    a. your birthday is twenty ninth of June, right?
    b. So , she go there for her job, right ?

To request someone to do certain action/56/56.57%
Example :
    a. We need something balance.
    b. Why don't we .. we do it again?
    c. Tiago, Please come with us!
To ask for someone's permission/5/5.05%
Example :
    a. Can we do Marimba for fitness?
    b. And then we combine it. Can we combine it ?
    c. Can i? Can i? (Amane wanted to propose her idea)

To ask about certain information/26/26.26%
Example :
    a. Do you ever come to house music ?
    b. Arlo, what is your birthday?
    c. What is it monkey break?
To forbid someone (teacher assistant, student's classmate, volunteer teacher) to do certain action/8/8.08%
Example:
    a. Hey, you can't do it !
    b. Dude, I haven't use it ! (Eamon was angry to Fin since he took his stapler)
    c. Dude, That's my stapler
    d. No,,guys. (Ynez did not want to tie up her penjor ornament with Nico's)

Total:99/100%

The table showes that most directives which were uttered by the pupils were used to request someone whether it was teachers , teacher assistants, student's classmates, and volunteer teacher to do certain action and to ask about certain information . They often requested the teacher , teacher's assistant, their classmate and volunteer teacher to do certain action and if they had question in their mind,they never felt shy to ask about it to their teachers.

4. Conclusion

Based on the analysis which was done on the five videos of class interactions during teaching and learning process which were taken naturalistically in Grade 4A and 4B at primary school of Green school , it can be concluded that all types of directives were used by teachers and pupils .They mostly used bald imperatives considering that the teachers taught young learners who might not understand about implicit intention of an utterances so they tend to use explicit order in order the teaching and learning process could run well meanwhile the

pupils tend to use bald imperatives since they were still young learners who need guidance in speaking and acting politely. Both teachers and pupils tend to use directives to request someone to do certain action. There are some suggestions which need to be considered based on the result of the research. First, it is suggested that the teachers should pay attention to their pupils especially when they use directive acts in their verbal interaction. Thus, the pupils can learn about how to use directive acts correctly. Further, it is also suggested to other researchers, especially who are interested in this field, to conduct further research in a wider area about this study. Therefore, a better and more accurate result could be gained.

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