

DIRECTIVE SPEECH ACT USED BY THE STUDENTS OF THE ENGLISH STUDY PROGRAM (FBA UNMAS DENPASAR) DURING ONLINE LEARNING

I Gusti Ayu Vina Widiadnya Putri¹, I Made Perdana Skolastika²,

Fakultas Bahasa Asing, UniversitasMahasaraswati Denpasar

miss.vina@unmas.ac.id

Abstrak: The study is concerned with the directive speech acts used in the utterance by the students of the English Study Program, Faculty of Foreign Languages, Mahasaraswati Denpasar University. It aims to analyze: (1) the types of directive speech acts used in the utterance by the students; and (2) the functions of directive speech acts were analyzed based on the theory proposed by Searle (1999) as found in Yule (1996) in the book entitled *Pragmatics* and the functions of directive speech acts were analyzed based on the theory proposed by Searle (1999). This study used the descriptive qualitative method to analyze the data and to find out the types and the functions of the speech act. All the data analysis is presented narratively in paragraphs. The student in their utterance uses some directive speech acts during online learning. There are some data on directive speech acts in the form of imperative sentences and declarative total. The functions of directive speech act in the form of asking found in utterances, commanding, suggestion, advice, questioning, and requesting. The directive speech acts in the form of interrogative sentences the also used in their utterance. Searle (1999) said directive speech acts as the illocutionary suggest attempts by speakers to get the hearers to do something. They are interrogative, declarative and imperative.

Keywords: directive, speech act, online learning

Introduction

Speech acts represent a key concept in the field of pragmatics which can be broadly defined as language use in context taking into account the speaker's and the addressee's verbal and non-verbal contributions to the negotiation of meaning in interaction (Putri and All 2019). Acts can be used not only to talk about but also to do things. There are acts performed by language that is called a speech act. Communication is an activity to exchange ideas between listeners and speakers (Putri and Winarta 2021). Speech acts are all sorts of things speakers can do with words. Speakers can make a statement, the request asks the question, give orders, makes a promise, and so on. Speech is the result of human thought realization and ideas (Pamungkas, Rustono, and Utanto 2018). According to (Yule 1996) speech act is an action performed via utterance. The main point of speech act is the utterance or conversation as an act. There are five basic kinds of speech acts that can perform on utterance based on (Yule 1996) representatives, directives, commissive, assertive, and declarative. One of the speech acts used by people is the directive speech act. Directives are found when the speaker tries to get the hearer

to take or do something. The directive speech act is a speech act that is intended to make the addressee do something or take a particular action as what is meant by the speaker to the addressee. When using directives, the speaker is trying to fit the world into the words. It means the speaker tries to make the addressee understand what the words he/she utters. According to (Searle 1999) directive speech acts as the illocutionary point consisting in the fact that they are attempts by the speaker to get the hearer to do something. Then, (Yule 1996) added that in directive speech acts speakers express what they want. They are commands, orders, requests, and suggestions.

Directive act have analysed by (Winarti et al. 2016) in the research title variation directive speech act in *TembangDolanan*. These data are analysed by interpretation and inferred by presenting them as descriptive analysis. In the Dolanan song, the act of directing speech can be expressed directly or indirectly. Direct expressions are often used to direct, invite, and convey, while indirect expressions are used when, instead of a command line, the intention is regulated by statements, imperatives, and sentences. ask. Another research related to this study is from (Lewier, Rutumalessy, and Sapulette 2020) in his study Directive Speech Act in Moluccan Children Traditional Game Songs in Maluku. The aims of this article are to describe the different behaviors of directive speech, the sociocultural contexts in which the behavior is expressed, and the degree of politeness they can convey. The approach used is a pragmatic one, especially the speaking-action theoretical framework. The data used in this study are children's songs in Ambon Maluku, and oral and written data containing directing statements. The study from (Sari and Utomo 2020) analyzed about directive speech act in President Joko Widodo's speech. The results show that: Firstly, the act of directing speech includes acts of the utterance of request, invitation, command, and prohibition. Second, the act of speaking comes in the form of words, a statement the president made in his speech on his handling of the coronavirus, which tends to be qualitative. Third, the purpose of the act of stating this directive has several meanings, namely to influence, invite, something, say or explain something, expect attention, prohibit, praise, criticism, and as a form of complaint threading. Some previous studies have analyzed the directive speech act. Meanwhile, this study tried to analyze directive act related to the teaching and learning process. This study takes the utterance of second-semester students of the English Study Program, Faculty of

Foreign Languages, Universitas Mahasaraswati Denpasar as the data source. The problems of this study are (1) what type of directive speech act are used by the students and (2) what are the functions of the directive speech act used by the students.

Method

The research design used in this study is descriptive qualitative. The qualitative research method according to (Djajasudarma 2006) is a research procedure that produces descriptive data in the form of written or spoken words from observable people or actors. The research subjects in this study were the 2nd-semester student of the English study program, faculty of foreign languages, Universitas Mahasaraswati Denpasar. The data collection method used in this research is the observation method and the interview method. The observation method that the researcher uses is interviews with the help of instruments and recording devices. The observations are not directly involved in the activities carried out by the research subjects. Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better in the sense of being more accurate, complete, and systematic so that they are easier to process (Arikunto 2006).

Finding and Discussion

(Searle 1999) divides speech acts into five basic types: Assertive, Directive, Commissive, Expressive, and Declarative. The directive speech act is a speech act that is intended to make the addressee do something or take a particular action as what is meant by the speaker to the addressee (commands, advice, challenges, orders, requests). For example: Give me the key, then I can open it. it can be categorized as directive speech act as a command or request because of the first word used in the sentence, which is an imperative word. The directive is one of five types of functions of speech acts it is a type of utterance with which a speaker gets someone to do something (Yule 1996). (Searle 1999) says that a directive can cause the hearer to take a particular action and express what the speaker wants. They are command, requesting, suggestion, advice, question, and asking.

Finding

The result of the counting is delivered into percentages that can be seen in table below:

Table 1: Types of Directive Speech Acts Used by students

No	Types of Directives Speech Act	Frequency	Percentage (%)
1	Interrogative	15	50%
2	Declarative	10	30 %
3	Imperative	5	20%
Total		30	100 %

The use of tabulating above is to show the data clearer and to be able to be understood by the readers about the types of directive speech act. From the table above, it is shown that the types of directive speech act in the form of the interrogative sentence is the most, which is 50% of the total data. An interrogative sentence normally functions as a directive speech act. There are only 10 data of directive speech act in the form of the declarative sentence, which is 30% of the data. Meanwhile, directive speech act in the form of an imperative sentence is the least of the total data, which is only 5% of the total. To perform an imperative speech act in the form of a declarative sentence is the least type of all (imperative and interrogative). In the final analysis, the types of directive speech act in the form of the interrogative sentence are the most predominant, it is because the asking act is one of the requirements to communicate, and in communicating there must be a relation between the speaker and the hearer.

Discussion

According to (Yule 1996) there are three kinds of directive speech act, namely imperative, interrogative, and declarative. Imperative means that express direct force in strength. The interrogative is a term used in grammar to refer to the features that form a question and declarative is when the speaker brings about some state of affairs by the performance of the speech act. The first analysis starts with an interrogative sentence. An interrogative sentence is a sentence whose grammatical form indicates that is a question.

1. Interrogative

Directive speech act in the form of the interrogative sentence is the most direct and clearest, as to avoid ambiguity, to perform directive speech act. Moreover, the utterance is obvious that italic utterance contains is interrogative.

Data 1.

Lecturer: Halo student, please check your google classroom and do the exercises on it.

Students: Miss, *oh no..how many questions are there?* since we don't really understand the subject.

From the conversation above, the utterance of the student is an **interrogative** sentence. In essence, the interrogative sentence is a sentence whose grammatical form indicates a question. Moreover, the question mark “?” is obvious in that utterance. Literally, this utterance stated that the speaker asks the hearer the number of questions. This utterance can be categorized as a directive utterance since the speaker's requesting the hearer to stop giving them another exercise. They do not really clear this subject, so it can be difficult if the students get more exercise at that time. The function of this utterance is **requesting**. The speaker asks, wants, and requests something from the hearer to stop giving other exercises, and the speaker hopes the hearer will respect what the speaker wants or requests.

Data 2

Lecturer: Can you see my power point clearly?

Students: *Why don't you use the slide show tool miss?*

The utterance “*why don't you use the slide show tool miss?*”, by students is interrogative with “wh” question word. The question word “Why” was used to request information about somebody or something. Literally, the student started by asking the question to the hearer. This utterance can be categorized as **directive** since the speaker requesting to the hearer to get the slide show tool in the power point. The function of this utterance is **requesting**. The speaker asks, wants, and requests something from the hearer to get the slide show tool in the power point. The speaker hopes the hearer would respect what the speaker wants or requests

2. Declarative

Directive speech act in the form of a declarative sentence is the second most commonly used speech act by the students. According to the theory of Searle (1999) declarative is when the speaker brings about some state of affairs by the performance of the speech act. Typically, a directive speech act in the form of a declarative sentence is used to make the speech sound suggestive and advising. However, in some cases, depending on the context, intonation, and diction, directive speech act in the form of declarative sentences can be functioned as commanding as imperative.

Data 3 :

Lecturer: I can't see your video clearly on my screen.

Students: *"That is because you are watching the video too closely."*

In the conversation, the utterance *"That is because you are watching the video too closely"* is advice to the people to look at it a bit farther. Students also put natural intonation and strong persuading statements to encourage the teacher to pay attention. The utterance also has the function of **advising** someone to give a particular decision or action. Students' utterances *"That is because you are watching the video too closely"* clearly suggested that the speaker needed the hearer to pay attention. The speaker who advised the hearer assumed that the hearer would believe his utterance after hearing the advice. This utterance contained indirect intention which was telling someone to do something. In the **directive** sense, the aim of advising would normally be to get someone to take some appropriate action.

Data 4 :

Leacture: Ok students, you can present the presentation start from the first group

Student 1: we are from group 2, Can I present first miss?

Student 2: Ok, *You can do whatever you want guys.*

In the conversation above, the students' 2 utterances *"You can do whatever you want"* is a type of **declarative sentence**. Commonly, the declarative sentence can be used to describe any action or speech that makes a statement. The utterance makes the hearer do what the speaker wants it to do. When student 2 utters her utterance, she does not leave the refusal option for the hearer which is student 1. It means that the speaker only needs

the hearer to do exactly what she wants. This kind of sentence is used to **share information** – for instance, stating the point of view or a fact. Most of the communication is to give other people information.

3. Imperative

The imperative form is about ordering and commanding someone. This form is used when people are in a close relationship such as family or friends. Although the language itself is grammatical or unwell form, the effect will get the same.

Data 5 :

Lecturer: After the presentation, now we continue to the discussion session. If you have some questions, you can ask the question to this group.

Students: *Give me one more time, miss!*

The student's utterance *Give me one more time, miss!* is categorized as an **imperative sentence** to order and command someone. The utterances of the student have the intention to **request** since the speaker requires something from the hearer that he wants to do it again. Since the directive point is used to make **someone do something**. In this case, the speaker uses his authority to make the hearer let the speaker wants to do. This utterance also has future action which is students try to read the lecturer's mind.

Data 6

Lecturer: Do you understand what I mean?

Students: *Please don't forget to add on the google classroom, miss!*

Lecturer: Oh yeah, yeah, of course!

The utterance of students was advising someone to give a particular decision or action is characterized as a **directive** speech act. Student utterance *“Please don't forget to add on the google classroom, miss”* implies that the student wanted the lecturer to share the materials at that time to the google classroom. The speaker's utterance indicates a command, it can be interpreted that he **advises** the hearer to follow the speaker's command or do exactly like the student says. The student gives the lecturer advice *to don't forget to share the materials on the google classroom*. As shown the analysis of this data, proves the function utterance is advising something from the hearer by using advice form.

In addition, the hearer receives by answering “Oh, yeah, yeah, sure, of course. At the end of the conversation, the lecturer has to share the materials on the google classroom.

Conclusion

Based on the analysis, it can be concluded that Directive speech acts as the illocutionary point of these are speeches that suggest attempts by speakers to get the hearers to do something. Based on the analysis from the previous chapter, it can be concluded that there are 3 types of directive speech acts used by students of the English study program, Faculty Of Foreign Languages, Universitas Mahasaraswati Denpasar. The types of directive speech acts used include: interrogative, declarative, and imperative. The type and functions of this analysis are related to each other.

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