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Directive Speech Act English Education Lecturer

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Abstract

This study aimed to characterize the categories of lecturer directive speech acts in the English Education Department. This study employs a qualitative methodology with descriptive analysis. This study's data was collected through first-hand observation in the field based on researchers' observations. The results of this study are the directed speech acts of English Education lecturer, including requests asking, requests praying, requests inviting, asking questions, probing questions, requirements commanding, requirements directing, prohibitive prohibiting, permissions allowing, advisories recommending, and encouraging advisories.

Keywords: Directive; speech act; pragmatics; English lecturer

1. Introduction

Speech acts are an integral part of daily communication. Many elements related to the function of language as a communication tool influence the choice of speech act. Leech postulated speech acts relating to the parts of language, namely informational, expressive, directive, aesthetic, and phatic functions. A speech event is a series of speech acts in one or more forms of speech involving two parties, namely the speaker and the speech partner, with one main speech act at a particular time, place, and circumstance (Saadatmandi et al., 2018). Regarding speech acts, speech events are social occurrences determined by speakers' linguistic abilities to deal with specific situations. If it is more apparent in the meaning or significance of the activity in the utterance than in the context of the speech occurrence (Izar et al., 2022).

Speakers use directive speech acts to command their conversation partners to do what the speaker desires. Leech (in Prayitno, 2017); Djajasudarma (2012) argue that a directional speech act is a form of communication designed to influence the speech partner to do action, which encompasses the sub-speech actions of pleading, requesting, and giving orders, demanding, and prohibiting.

The Directive speech act is one of the macro characteristics of illocutionary acts, according to Austin (1962), Searle (1969), and Leech (1993) speech act theory. Speech acts are divided into locutionary and perlocutionary activities. Verbs employed in the Directive speech act are usually in the competitive group since this verb category demands negative politeness unless the verb directive encourages (to invite) is organically polite.

According to Searle, there are five types of directive speech acts: ordering, pleading, suggesting, advising and challenging. Then, according to Ibrahim (1993), there are six types of directive speech acts: Requests (asking, begging, begging, pressing, inviting, praying, inviting, pushing), Questions (asking, probing, interrogating), Requirements (order, require, command, demand, dictate, direct, instruct, arrange, require), Prohibitives (forbid, limit), and Permissives (approve, allow, authorize, grant, grant, permit, let go, pardon, allot) (advice, warn, counsel, propose, suggest, encourage).

The Directive speech act has four context-dependent functions: competitive, conflictive, convenient, and collaborative. The competitive and conflictive functions compete with societal goals, but the pleasant function judges them positively. Cooperation maintains social peace in particular socio-cultural circumstances (Sari & Utomo, 2020).

Regarding speech actions in specific contexts like classroom discussions, Searle (1996) notes that instructions are commonly employed during such discussions. Directive speech acts are associated with a teacher's or lecturer's function, as when the teacher/lecturer commands the student, they are acting as the class's leader. In addition to being a leader, a teacher must also serve as an "authority figure, knower, director, manager, counselor, guide, and even a friend, confidant, and parent" (Brown, 2001).

Many studies on Directed Speech Acts at various levels of education and learning have been conducted. Suparno (2014) found that in English subject classes, teachers took advantage of the diversity of linguistic forms and the illocutionary power of directive expressions to encourage students to carry out learning activities, using a variety of directive utterances to (a) respect students, (b) facilitate student learning, (c) drive student learning, (d) maintain the quality of input, and realize the importance of.

There have been previous studies also on the categories of directive speech acts. Rahmawati & Hidayat (2021) found that impolite directive speech acts were (1) asking/requesting, (2) prohibiting, (3) offering, (4) welcoming, (5) command/ordering, (6) begging, and (7) requiring. Suhartini & Wulansari (2015) also found that teachers use three types of directions. Orders, petitions, and ideas. Then, according to Nisa & Abduh (2022), Question directives dominate. Then, Siritman & Meilantina (2020) states that the command speech act was the most important. Directive speech acts were closely related to the speaker's situation and society. The upper ones had defeated the lower ones.

This research difference with previous research which Previous research examined categories of directive speech acts on a specific subject and this research was conducted to characterize directive speech acts based on Ibrahim (1993), including Requests, Questions, Requirements, Prohibitives, Permissions, and advisories. So that it can be seen how the distinctions in speech acts are carried out according to pragmatic studies.

UIN Ar-raniry is an Islamic institution of higher education whose mission is to be forward-looking and moral. This noble quality emerges through interpersonal interaction. Consequently, courtesy is required during the UIN Ar-raniry lecture process, mainly when speaking or acting with respect. This institution administers a variety of disciplines and fundamental fields of study, such as the English Education department.

This research is necessary in light of the frequent communication between lecturers and students, mainly the directed speech acts described above. Therefore, the purpose of this study is to describe the categories of directive speech acts on the lecturers of the English Education Department.

2. Research Method

This study employed a qualitative methodology with descriptive analysis. This study's data was collected through first-hand observation in the field based on researchers' observations. Observations made by researchers are passive participatory observations (passive participation) in the sense that researchers do not actively engage in the observed activity.

The study's participants were two lecturers of the English Education Department UIN Ar-Raniry Banda Aceh who expert in speaking class and have more experience for 10 years. This study's subjects are lecturers in the English Language whose words have directive connotations. The table of data collecting tools classifies these utterances based on the indicators and sub-indicators of the Directive Speech Act theory that have been developed as the theoretical basis. The following phase is data analysis. The utilized analysis model is Miles, Huberman, and Saldana's interactive model (2014). This series of data analysis procedures involves data collection, condensation, abstracting, transformation, conclusion, and verification.

3. Results and Discussion

Directive speech acts of English lecturers at UIN Ar-Raniry consist of 1) Requestives with asking, praying, and inviting mode, 2) Questions with asking and probing mode, 3) Requirements with commanding and inviting mode, 4) Prohibitives with forbidding mode, 5) Permissives with allowing mode, and 6) Advisories suggest and encourage.

3.1. Requestive Speech Acts

Directive speech acts of English lecturers at UIN Ar-Raniry, categorized as requestives,, are found in three forms of expressions, namely expressions with the mode of asking, praying, and inviting.

a. Asking

Asking in a requestive speech act means asking someone to do, provide, or allow something. Here's an example of asking in requestive as a lecturer's directed speech act at the English Education Department:

Lecturer: *May I Borrow your ballpoint, please?*

This sentence is a asking speech act which "Borrow" means provide belonging to the students. It should be understood in the context of the lecturer's statement that she required a pen to complete the attendance list.

b. Praying

Speaking to God or a god in private or during a religious ritual, mainly to express gratitude or request assistance, is called praying. Praying also means hope. Here's an example of praying requestive as a lecturer's directed speech act at the English Education Department:

Lecturer: *May Allah bless you.*

This sentence is a praying speech act which "Bless" means hope to God. It should be interpreted in light of what the lecturer said after the class.

c. Inviting

Inviting is making someone feel welcome or attracted. Here's an example of inviting requestive as a lecturer's directed speech act at the English Education Department:

Lecturer: *If you don't mind, would you like this sentence?*

This sentence should be interpreted in the context of what the lecturer said when students were unsure how to choose a sentence. Hence, the instructor provided an alternative, more straightforward sentence.

3.2. Question Speech Acts

Directive speech acts of English lecturers at UIN Ar-Raniry, which are in the category of questions, are found in directive expressions that have the meaning of asking and probing.

a. Asking

To ask someone a question or to seek an answer from them is known as asking in question. Here's an example of asking in question as a lecturer's directed speech act at the English Education Department:

Lecturer: *Any Questions?*

This sentence is a asking speech act which "Questions" means ask someone to answer the question. It should be interpreted in the context of Delivered by the lecturer once the lecturer has presented the material.

b. Probing

The goal of probing is to obtain information. Here's an example of probing in question as a lecturer's directed speech act at the English Education Department:

Lecturer: *Did you learn before?*

This sentence is a probing speech act which "Questions" means obtain the students that they learn or not. It should be interpreted in the context of when the lecturer gave a comprehensive exam to students.

3.3. Speech Act Requirements

Directive speech acts of English lecturers at UIN Ar-Raniry, which are in the category of requirements, are found in directive expressions that mean commanding and directing.

a. Commanding

Commanding has the authority to give orders. Here's an example of commanding in requirements as a lecturer's directed speech act at the English Education Department:

Lecturer: *Close your book, please!*

This sentence is a commanding speech act which "Close" means to make someone do something that close the book. It should be interpreted in the context of when the lecturer gave the exam to the students.

b. Directing

Directing is guidance or supervision of action or conduct: management. Here's an example of directing in requirements as a lecturer's directed speech act at the English Education Department:

Lecturer: *Just listen to the sound.*

This sentence is a directing speech act which "just listen" means manage the student. It should be interpreted in the context of when the lecturer played audio in the listening lesson.

3.4. Speech acts Prohibitives Prohibit

The act of prohibiting is to stop someone from doing something. Here are examples of prohibiting a lecturer's directed speech act at the English Education Department:

Lecturer: *Don't make noise, please!*

This sentence should be interpreted when students are preoccupied and oblivious to their classmates who are sharing a story in front of the class. Then the lecturer calmed the class situation.

Lecturer: *Stop; you have to stand here first!*

This sentence should be interpreted in the context of learning with the language game method so that students remain in their respective groups.

3.5. *Permissive speech acts allow*

Permissive is habitually or typically tolerant or approving of something. Here are examples of permissive as a lecturer's directed speech act at the English Education Department:

Lecturer: *You can enter this class.*

This sentence should be interpreted of when students want to enter a different class because they want to add to the material being studied.

Lecturer: *I give you 2 minutes to do it*

This sentence should be interpreted in the context of when students ask for additional time to fill in the answer sheet.

3.6. *Advisories' speech acts suggest and encourage*

Directive speech acts of English lecturers at UIN Ar-Raniry, categorized as advisories, are found in three forms of expressions: expressions with modes of suggesting and encouraging.

a. Suggesting

Suggesting is an offer for consideration or action, propose; express or say indirectly. Here's an example of suggesting in advisories as a lecturer's directed speech act at the English Education Department:

Lecturer: *You have to revise this paper and follow the instruction.*

This sentence should be interpreted in the context of when the lecturer has finished checking the papers and returns them to the students.

b. Encouraging

Encouraging is giving someone support or confidence; supportive. Here's an example of encouraging in advisories as a lecturer's directed speech act at the English Education Department:

Lecturer: *You have to be a spirit in learning English in the class.*

This sentence should be interpreted in the context when the lecturer motivates students who complain because they have many assignments.

From the analysis above, it can be concluded that all conversations between lecturers and students are in the classroom context and are related to the learning process. This condition can be seen from almost all conversations which are colored by various types of words that lead to directive speech acts. It is true that there are imperfect sentences, sometimes they are difficult to label. It is also acceptable in oral conversation because the conversational context and paralinguistic elements are very helpful for understanding each illocutionary.

That are many kinds of speech act in the classroom between lecturer and student such as requests asking, requests praying, requests inviting, asking questions, probing questions, requirements commanding, requirements directing, prohibitive prohibiting, permissions allowing, advisories recommending, and encouraging advisories.

Speech act about the communicative aims of the speaker in making the words to make understand or do something for the listener. The natural expectation of the speaker is that the audience will understand his or her communicative aim. Circumstances surrounding utterances typically aid both the speaker and the hearer in this process. According to Mey (2001) in Fitria (2019), the directive speech act is an effort by the speaker to lead the hearer's action toward particular aims. It implies that the speaker wants the listener to perform a specific action. The function of the directive act is to express the speaker's desires. It means that both the speaker and the listener must comprehend the directive speech act to generate clear and effective communication. It indicates that the primary purpose of directing speech acts is to induce another person to act similarly to the effect of the speaker's words.

From the perspective of directing speech acts and speaking tactics, this research has implications for lecture learning in English Education Department. Language learning does not educate about language but how to communicate effectively in the target language. This research also has consequences for lecturers' ability to utilize directive speech actions in the teaching and learning

process so that students do not feel burdened by the lecturer's directives and can contribute to the material selection. Speech acts are an integral part of daily communication. Many elements related to the function of language as a communication tool influence the choice of speech act. Leech (Mardikantoro, 2014) postulated speech acts relating to the parts of language, namely informational, expressive, directive, aesthetic, and phatic functions.

4. Conclusions

The results of the study show that the categories of speech acts of lecturers in English Education Department include speech acts of requestives asking, requestives praying, requestives inviting, asking questions, probing questions, requirements commanding, requirements directing, prohibitives prohibiting, permissives allowing, advisories suggesting, and encouraging advisories.

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