DIRECTIVE SPEECH ACT REALIZATION IN THE
TEACHING AND LEARNING AT MAGISTER OF LANGUAGE STUDIES
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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ABSTRACT

The findings of the research are described in line with the problem statement as follows: first, based on the previous analysis, the finding of the whole data can be summarized in the following description. The writer found 28 data which show descriptive speech acts. In language form or sentence types of directive speech acts, the result of this study show that there are 40 data (36%) categorized as commanding acts, 16 data (14%) categorized as request acts, 4 data (3%) categorized as admonishing act, 20 data (18%) categorized as suggesting acts, 12 data (11%) categorized as urging acts, 12 data (11%) categorized as reminding acts, and 8 data (7%) categorized as reproving acts. There is no data (0%) that categorized as ordering, advising, warning, prohibition, and inviting. Second, the findings research of female utterances show those almost female express direct utterances in the dialog using commanding in every situation. Third, the most data of directive speech acts were delivered by lecturer that uses commanding utterances and for the student, requesting, suggesting, and reminding utterances use in the dialog. The student choose that utterances in the form of politeness attitude when the students ask to the lecturer or the other students. The last, Based on the finding, it can be seen that there is relationship between directive speech act, the utterances said by female and male, the utterances said by lecturer and students, politeness strategies. if the speaker is a lecturer that ask something about what should to do, he/she can use an imperative form functioning as commanding and applies the bald on record as his/her politeness strategy. The relationship between directive speech acts, the utterances said by female and male, the utterances said by lecturer and students, politeness strategies.

Keywords : pragmatics, directive speech act, politeness

A. INTRODUCTION

In academics, language is a social activity. Language activities include speech acts that can be achieved if humans are involved in the communication. Communication occurs when the person with the other one intentionally perform an interaction, for
example, faculty communicate with students to establish communication using speech acts. Lecturers’ and student’s utterances contain some intention that an act which was implicated by speakers.

Speech act is a basis for analysis in pragmatics area. The concepts are related to the action that use of language. Speech act was proposed by two languages philosopher named John Austin and John Searle.

In the teaching learning, Speech act is a concept taken from pragmatics. In the classroom, learning of pragmatic meaning of utterances contain imperative for persuading. For example: “Let’s make essay together”. Speech acts are the basis for the analysis of pragmatic topics such as conversational implicative, presuppositions, principles of politeness, and others. Directive speech act is one of the types of speech acts that the speaker intended hearer to act in accordance with what is intended in speech.

The writer gives limitation study of this thesis. Directive speech acts said by the speaker. Try to do action or the other side they defend to do the action. The characteristic is prospective using Directive speech, other characteristic; someone couldn’t say something to other self. The condition of the speaker and context is as presupposition of Directive Speech act.

Teaching and learning process in the Magister of English Faculty, in University of Muhammadiyah Surakarta that speaking is communication tool in order to enable activeness in the class. In the process, lecturer often uses directive speech in class “speaking” orally. One of the activities in the classroom involves lecturers and students.
In this case, Lecturer gives certain speech acts and the students respond it in order to group discussion is affectively. Lecturer gives verbal questions and influences the students during the process of language learning. Lecture provides guidance and stimulus speech acts to participate in the conversation context. This study determines speech acts that occur in the classroom “speaking” performed by students and lecturer in English magister class in English department Muhammadiyah University of Surakarta. This Research also tries to reveal the realization of speech acts in directive that appears in the learning process in the magister English program.

Furthermore, this research is to find a strategy that delivered speakers (lecturers) and the hearer (students) in interaction in the learning process. Moreover, in the speaking activity, speakers not only deliver the message, but it also builds social relationships with speaker (hearer). How does the structure of discourse of the learning process in which were delivered by speaker and hearer as the end of the problems that will be studied in this research.

Direct Speech act have become popular research in the field of second language learning. And also it functions to be strengthening as a references in Thesis that the references belong to source and strength in structure organization for this thesis. There are several previous study that related with directive speech act to support this thesis, such as:

First, Wafa (2013) studies about Translation study of directive illocutionary of speech act in bilingual comic “Baby blues siaga satu anak pertama the work of Rick Kirkman and Jerry Scott and the impact to the quality of Translation. The objective of the
study are (1) to describe form and function directive illocutionary of speech act used in utterance context of situation in bilingual comic Baby blues siaga satu anak pertama; (2) to analyze displacement form and function directive illocutionary of speech act; (3) to formulate the translation techniques used by translator; (4) to assess the quality of translation from accuracy, acceptability, and readability of translation aspect. The finding of this study shows that using some data of directive illocutionary utterances applied 11 function, such as commanding, asking, asserting, inviting, requesting, ordering, advising, suggesting, urging, rejecting, forbidding, recommending, reminding, convincing. And the most appeared in the data was asking and the least appeared was urging and reminding.

Harris (2011) also research about translation and his research is a study on analysis of utterances employing the maxim of Politeness Principle (PP) and its translation in Troy movie based on pragmatic approach. The purposes of his research are (a) to identify utterance with maxim of PP and its translation. (b) To analyze the deletion form of expression of PP maxim in its translation. (c) To analyze shift pattern of pragmatic force in its translation. (d) To analyze the techniques of translation and how far the techniques influences an existences of expression of PP maxims and pragmatics force in its translation. (e) To analyze its translation quality. The finding shows that data with 6 maxims of PP in its utterance, namely: generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. In term of illocution, the type of utterance consist of assertive, directive, commissive, and expressive. There are 5 data of deletion at expression of PP maxims and 4 data of shift on pragmatics force. There
are 15 translation techniques applied by translators. Variation and reduction are techniques that affect shift of pragmatic force.

After that Mariasari (2012) examined about English Speech act performed by Becak Drivers to Foreign Tourists at Tourism Area of Malioboro. This research was aimed to identify the lingual markers, describe the kinds of speech acts and to describe the characteristics of speech acts. The result of the analysis shows that there are six kinds of speech acts, including assertive, verdictive, expressive, directive, comissive, and phatic speech act. The lingual markers of the speech act of tourism becak’s driver in English with foreign tourists in tourism area of Malioboro are categorized into two groups. They are the lingual markers based on the form and the lingual makers based on the characteristics. The lingual makers based on the form consist of words, phrases and clauses. The lingual markers based on the characteristics consist of abstract and concrete.

B. Research Methods

In this research the writer uses descriptive qualitative method to describe the types of direct speech act, to classify data, and describe data. The writer also describes the frequency of direct speech act in English magister program and the influence of the use of strategy direct act to fluency there. This research has been held for the purpose of understanding the phenomena of direct speech act employed by the students of English magister program in its natural context. Due to the purpose of the research the writers determine this research uses qualitative method. Qualitative research aims to understand phenomena that happen to the subject of the research, such as behavior,
perception, motivation, action etc. It explains the phenomena holistically by words
description in a natural context using scientific method (Moleong, 2004:15). There are
four major types of qualitative research: phenomenology, ethnography, case study
research, grounded theory, and historical research (Johnson (2005) in Kuntjojo
(2009:16). This research determines as case study research which is a form of qualitative
research that focused on providing a detailed account of one or more cases. The data in
this research are in the form of utterances using directive speech act made by students
of directive speech act used by lecturer and students English magister program of
Muhammadiyah University of Surakarta, in 2013/2014 academic year. The sources of
data of this study are event and context. Each class is approximately attended by 22
students and 6 lecturers. The observation has been conducted from 28 October 2014 to
17Mei 2014. There are totally 371 minutes and 33 second of voice recording from.

Technique of Collecting Data

Observation

During the observation, the researcher also applies the technique of video,
and note taking. The main data sources are recorded through video and supported
by note taking. Audio or video recording are increasingly important part of
qualitative research. The steps conducted by the writer briefly are as follows:

- Firstly, the writer records the English utterances appear during English magister
  program.

- secondly, the writer listens to the data attentively

- Thirdly, the writer makes list of excerpt containing directive speech act.
- The last, the writer classifies directive speech act uses the framework of Celce-Murcia.

**Documentation**

The other technique to collect data is by note taking. Some forms of communication include as non-linguistic signals: mime, gesture, facial expression cannot be recorded by using voice recorder appliances, note taking is necessary to describe the non-linguistic communication strategies used by subjects of the research in a written form. Note taking consists of several explanations related to the condition and situation of the study, which is accumulated during the process of observation.

**Technique for Analyzing Data**

Data analysis is a simplification process of data into more simple form which is easy to be interpreted. This study uses descriptive analysis method. In descriptive research, the data are in the form of words, picture, not numeral (Moleong, 1995:6).

This step is an important step of data analysis because we know the variation of communication strategies used by Speaking III students. The next step is counting the number of communication strategies used by students. In this chapter the researcher has clear picture of:

- Variation of directive speech act used by students in directive speech act used by lecturer and students English magister program of Muhammadiyah University of Surakarta, in 2013/2014 academic year.
Frequency of each type of directive speech act appeared so that the researcher knows what type of directive speech act mostly used by lecturer and students.

From the description above researcher can see most prominent frequency of directive speech act and after that the researcher can describe the implication of the use of the type of directive speech act towards the fluency in directive speech act used by students English magister program of Muhammadiyah University of Surakarta, in 2013/2014 academic year.

The last step is draw conclusion and verification, the writer tries to draw a conclusion, summary and some suggestion based on data analysis. In this part the writer tries to make some contribution in the form suggestion after conducting observation and analyzing data. Conclusion is drawn continuously through the course of study. It is based on the writer’s observation and interpretation. There are 169 excerpts with direct speech act which become the data of this research.

C. RESULT & DISCUSSION

Based on the previous analysis, the finding of the whole data can be summarized in the following description. The writer found 28 data which show descriptive speech acts. In language form or sentence types of directive speech acts, the result of this study show that there are 40 data (36%) categorized as commanding acts, 16 data (14%) categorized as request acts, 4 data (3%) categorized as admonishing act, 20 data (18%) categorized as suggesting acts, 12 data (11%) categorized as urging acts, 12 data (11%) categorized as reminding acts, and 8 data (7%) categorized as reproving acts. There is no data (0%) that categorized as ordering, advising, warning, prohibition, and inviting.
The commanding act is the most appeared in the teaching learning process of English magister class. It almost appears in every situation when the lecturer give command to her students. The data also show that speaker something uses the word “the next” as command to the students although it is not an imperative form. The word “the next” is actually intensifier time form, although the form is different but for the meaning it belongs to the command act. The greeting form is also appears as reproving acts, for example: in the dialog, there is data show that “Hello are you with me ?”. Although “Hello” in here belongs to greeting, in the dialog that mix with context and situation, it has different function to get more students attention.

100 The utterances said by female and 12 data said by male in the directive speech acts. The female utterances categorized in some directive acts, such as: 40 data (35%) categorized as commanding, 12 data (11%) categorized as requesting, 4 data (4%) categorized as admonishing, 16 data (14%) categorized as suggesting, 12 data (11%) categorized as urging, 8 data (7%) categorized as reminding, the last 8 data (7%) categorized as reproving. And also, Male utterances show in the analysis, such as: 4 data (4%) categorized as requesting, 4 data (4%) categorized as suggesting and 4 data (4%) categorized as reminding.

The most data of directive speech acts is delivered by female, and commanding acts is still almost appears in every section and said. By female. For example in the teaching learning in the class, the female speaker said by commanding, suggesting, and urging to instruct her or his students as hearer. While 3 data said by male includes: requesting, suggesting and reminding. Suggesting appears when the female and male
speaker gives advice to the hearer. The finding research of female utterances show that almost female express direct utterances in the dialog using commanding in every situation, female who has power in some areas to make the situation conducive male tends to use requesting, suggesting and reminding as the expression use.

The realization of directive speech acts used by lecturer and students show 112 utterances. There are 40 data said by lecturer that categorized as commanding with percentage 35%. 12 data said by lecturer that categorized as urging with percentage 11%. 8 data said by lecturer that categorized as reproving with percentage 6%. 12 data said by lecturer that categorized as requesting with percentage 1% and 4 (4%) data said by students. 16 data said by lecturer that categorized as suggesting with percentage 14% and 4 (4%) data said by students.12 data said by lecturer that categorized as reminding with percentage 11% and 4 (4%) data said by students. 4 data said by lecturer that categorized as admonishing with percentage 11% and 0 (0%) data said by students.

The most data of directive speech acts were delivered by lecturer that uses commanding utterances. It always appears in the teaching learning of English magister class between the lecturer as speaker and the students as hearer or the student as speaker and other students as hearer. The lecturer almost choose commanding utterances when she/he give instruction to the students and some of the lecturer often use suggesting to give advice when she/he order the task to the students. For the student, requesting, suggesting, and reminding utterances use in the dialog. The student choose that utterances in the form of politeness attitude when the students ask to the lecturer or the other students. There is no data appeared that students choose
commanding, urging, or admonishing when they speak with other people especially with lecturer. It indicates that the English magister students can choose in the right utterance, when and whom they speak to.

The data of politeness strategies show that there are 17 data categorized as bald on record with the percentage 61%, 6 data categorized as positive politeness strategy with the percentage 21%, and the last, 5 data categorized as negative politeness strategy. Based on the finding, it can be seen that there is relationship between directive speech act, the utterances said by female and male, the utterances said by lecturer and students, politeness strategies. if the speaker is a lecturer that ask something about what should to do, he/she can use an imperative form functioning as commanding and applies the bald on record as his/her politeness strategy. The relationship between directive speech acts, the utterances said by female and male, the utterances said by lecturer and students, politeness strategies.

According to Searle, Directive speech acts are the utterances which are attempts by the speaker to get the addressee to do something (Levinson, 1983) The verbs that relate the category are ‘ordering’, ‘commanding’, ‘requesting’, ‘advising’, ‘inviting, ‘admonishing’, ‘suggesting’, ‘reminding’, ‘urging’, ‘warning’, ‘reproving’, and ‘prohibiting’. The most common directive speech act found in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014 is commanding. The lecturer is almost used commanding in this type for their interaction. The result of this study is was similar with Wijayanto (2013) about commanding. Commanding is to express a desire means the act of commanding someone to do something. It is usually
done because the speaker has more power than the hearer or addressee. Command is commonly addressed directly to the second person in the forms of direct utterance and in imperative sentence (Wijayanto and Ariatmi, 2013: 185). And Also the a similarity with the Kuncara (2012) research. He investigated about A translation analysis of directive utterances in Pozo’s The Godfather. This thesis aims to describe the functions of directive illocutionary act, to identify the translation technique applied and to evaluate the effect of those toward the quality of translation. The result shows there are eight functions of directive illocutionary act. There are commanding, suggesting, requesting, begging, prohibiting, advising, persuading, inviting. The similarity with this study, commanding is one of directive speech act that often occurs in the dialog both in the teaching learning process in the class and in the dialog of the novel

The Second, The most commonly the directive speech acts are realized in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014. It is used by lecturer and students in the teaching learning process, for instance, in their teaching learning process and students’ interaction with other students. Almost the utterances said by female and lecturer. Some utterances in the directive speech acts occurs in the English magister class, such as: commanding, requesting, admonishing, suggesting, urging, reminding, reproving. And also, there are some kinds of directive speech act that doesn’t occur in the dialog, such as: ordering, advising, inviting, warning, prohibiting. Commanding utterances categorized as utterances that often show in the dialog. The lecturer often chooses commanding, suggesting, requesting, and reminding to express their idea in the teaching learning process. And the students often choose in
directive speech acts requesting, suggesting, and reminding when she/he ask with the lecturer or other students. To solve problem statement related with female and male and lecturer and students, The study is having similarity with Harun (2000) that his study focuses on the relation between language and gender. he researches about characteristic direct speech act in the Government office through Javanese culture. It will be a model for developing teaching and environment in socio-pragmatic in perspective gender. The results of this study reveal that learners who have more experience or exposure to the language, or explicit classroom instruction do not necessarily possess a higher degree of pragmatic competence than those who have not. These findings suggest that perhaps grammatical competence and pragmatic competence may develop separately and at differing rates. Further research and attention to the various factors surrounding pragmatic competence is necessary in the language educator’s goal to aid the student towards acquisition of overall communicative competence.

D. CONCLUSION

The present study attempted to provide a detailed analysis of directive speech act in English Magister class of Muhammadiyah University of Surakarta, grounded on the theory of Speech Acts introduced by Austin’s (1962) and which was later developed by his successor, Searle (1969) to understand the way utterances are and should be understood in pragmatic context.
After analyzing all of the data from the utterances before, the writers concludes the utterances of directive speech act in the English magister class in producing the utterances, the researcher found 112 data:


Based on the finding, there are some utterances appear in the data, such as: commanding, requesting, reminding, admonishing, suggesting, urging, reproving. On the whole, the researcher found the significant utterances using directive speech acts in English magister class, commanding identified as the often used by the speakers. And English lecturers applied bald on record as their politeness strategy when they give instruct to their students.

The different male and female uses directive speech acts in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014 are ‘commanding’, ‘requesting’, ‘admonishing’, ‘suggesting’, ‘reminding’, ‘urging’, and ‘reproving’. The directives acts which always occurs in the teaching learning process of English magister class. Commanding is the most common directives act which was used by the female when they spoke with others, they almost asked other to do the act. And for the characteristics, female is more direct than male when they express something using directives speech acts. The second form of utterances which appeared in the
teaching and learning at magister English of Muhammadiyah University of Surakarta 2014 was suggesting. It is because although female and has high imposition to the hearer/students, the suggesting utterances often used by them to give advice to the hearer. On the other hand, male uses requesting, suggesting, and reminding to express their idea.

The last, male and female in English magister class conducted the different politeness strategies of Brown and Levinson (1987) in express the utterances. The female intended to use bald on record more frequently than the male. And male used positive politeness more often than female. From the data, researcher found that gender differences virtually, BOR and PP were also used by female but male more often used PP. and NP were also used by male and female in more or less the same frequency.

According to Searle, Directive speech acts are the utterances which are attempts by the speaker to get the addressee to do something (Levinson, 1983). Lecturer was used more frequently commanding. It is higher proportion in directive speech acts that appeared communication in the class. The second, Suggestion was the alternative way in applying directives acts in the class between lecturer and student. Most of English lecturer applied commanding as strategy in the communication and there were not commanding utterances that delivered by the students.

The politeness strategies were found in the teaching and learning at magister English of Muhammadiyah University of Surakarta 2014 that the dominant form is bald on record in the form of Cases of non-minimization of the face threat. It is because that the utterances in the English magister class are a relationship between lecturer and
students, student and the other students. Lecturer often gives instruction or commanding to his/her students in giving the students task in the teaching learning process. Another form which is appeared is negative politeness strategy in the form of be pessimistic because the speaker was not express doubt but lecturer intended to more polite when she/ he give task to the students. It is because a half of students in the class is older than the lecturer. So it is one of lecturer’s politeness attitudes to her/his students. But if the lecturer gives the task related the material, he / she use bald on record to make the students finish the task correctly and on time.
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