

**ANALYSIS OF DIRECTIVE AND EXPRESSIVE SPEECH ACTS USED BY BOTH
TEACHER-LEARNERS DURING CLASSROOM INTERACTIONS FOUND IN
MOVIES ENTITLED “DANGEROUS MINDS”, “THE RON CLARK STORY”, AND
“FACING THE GIANTS”**

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ABSTRACT

The use of speech acts in communication is considered successful if the interlocutor is able to understand the speakers' messages. The current study focused on directive and expressive speech acts, aimed at identifying its types, identifying its directness levels and identifying its pragmalinguistics variations which were found in teacher-learners interactions. The object of the study was the interactions between teachers and learners in which the directive and expressive speech acts frequently occur. The sources of the data were three drama movies entitled 'Dangerous Minds', 'The Ron Clark Story' and 'Facing the Giants'. The movies were selected because the most of its settings took place in classroom. From the data analyzed, the directive speech acts – commanding, requesting, suggesting – the most commonly found was commanding and the least found was suggesting. In terms of the expressive speech acts – thanking, apologizing, complimenting – the dominant discovered was complimenting and the least discovered was thanking. The direct strategy is the most compare those of indirect strategy. With respect to pragmalinguistics variations, there were 8 data of syntactic downgraders and 14 data of lexical/phrasal downgraders. The result of this study has contribution to the theory of speech acts. In addition, it can provide the information of how improve the strategy for making successful communication.

Keywords: *directive, expressive, directness levels, pragmalinguistics variations, speech acts*

1. Introduction

According to Renkema (2004, p.21), “in speech act theory, language is seen as form of acting. In general, speech acts are act of communication”. As acts of communication a speech acts succeed if the audience or the hearer can identify the speaker's intention. Searle (2008, p.16) assures that,

All linguistic communication involves linguistic acts. The unit of linguistic communication is not only symbol, word or sentence, or even the token of the symbol, word or sentence, but rather the production or issuance of the symbol or word or sentence in the performance the speech acts.

A speech acts as an action performed by means of language is an important element of communicative competence and the speech acts theory. Speech acts is an action which always exists in human beings' daily activities. So, it cannot be separated from daily social interactions. So far, speech acts have been researched in many fields such as using by teacher-learners in university, EFL classroom, senior high school, junior high school, elementary school and pre-school based on the different problem, for instance, Directive Speech Acts Realization in Teaching and Learning at Magister of Language Studies Muhammadiyah University of Surakarta 2014 by Tamara (2015), Students Expressive Speech Acts Operated in Teaching Learning Conversation in ELTI Gramedia Surakarta by Nugraha (2015), Request in Turkish-Speaking Pre-School Children by Gül Zerey (2014), Speech Acts and Politeness Strategies in an EFL Classroom in Georgia by Kurdghelashvili (2015), Compliment and Compliment Responses used by English Teacher Association of Senior High School in Pacitan by Purnomo (2014), Thank You: An Analysis of the Thanking Strategies Taught in the English Classrooms in Romania by Cehan (2010), Investigation of EFL Teachers' Oral Discourse in terms of Syntactic Forms, Quality, Content, Recipient, Classroom Acts and Speech Acts by Masoumei, Ghafouri, and Behnam (2013), The Analyses of Classroom Speech Acts Produced in the Teaching and Learning of English as a Foreign Language by Fitria (2012), Investigating Request Strategies between Iranian EFL Learners and Canadian Native Speakers of English in Various Social Situations by Ahangari and Shoghli (2011), Requests by Australian Learners of Indonesian by Hassall (2003).

Although previous studied have investigated about speech acts using by teacher-learners in university, EFL classroom, senior high school, junior high school, elementary school and pre-school, this study tries to analyze the research about directive and expressive speech acts, the directness levels, and the pragmalinguistics variations which are used by both teacher-learners during classroom interactions found in movies entitled "Dangerous Minds", "The Ron Clark Story", and "Facing the Giants".

The study chooses these movies because of all of them have interaction scenes among the teacher-learners. Because of that, this study focuses on their interactions and analyzes the directive and expressive speech acts, the directness levels of directive and expressive utterances, and the pragmalinguistics variations. In the interaction among the teacher-learners, there are many directive and expressive speech acts that can be analyzed and becoming the data source in which directive and expressive speech acts are frequently occur among those types of speech acts.

This study is conducted to answer these following questions:

- a. What are the types of directive and expressive speech acts used by teacher-learners interactions in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”?
- b. What are the directness levels of directive and expressive speech acts used by the teacher-learners interactions in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”?
- c. What are the pragmalinguistics variations of the directive and expressive speech acts used by the teacher-learners interactions in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”?

2. Review of Related Literature

Tamara (2015), the writer focused on investigated the realization of directive of speech act conducted by the lecturer and students in the teaching and learning at magister of language studies Muhammadiyah University of Surakarta relating to different gender and politeness strategy. 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 act, 16 data (14%) categorized as request act, 4 data (3%) categorized as admonishing act, 20 data (18%) categorized as suggesting act, 12 data (11%) categorized as urging act, 12 data (11%) categorized as reminding act, and 8 data (7%) categorized as reproving act. there is no data for ordering, advising, warning, prohibition, and inviting. Second, the findings research of female utterances show that almost female express direct utterance in the dialog using commanding in every situation. Third, the most data of directive speech acts were delivering by lecturer that uses commanding utterances and for the students, requesting, suggesting and reminding utterances use in the dialog.

Nugraha (2015), he focused on describing the realizations of expressive speech acts used by students; and explaining the students’ strategies in their expressive utterances. The results shown students were often unaware of their expressive act and they employed only common expressive speech acts in their talk. The types of expressive acts identified are thanking, congratulating, blaming, praising and apologizing.

Gül Zerey (2014), the writer focused on investigating a number of request strategies used by Turkish adult students in foreign language learning settings. Considering the types, it can be observed that most of the requests uttered in child-child, child-teacher, and teacher-child interaction groups were for action (58%). The data regarding the preferences of the three groups indicated that while child-child interaction group mostly used imperatives (65%) when they asked for something.

Kurdghelashvili (2015) scrutinized Speech Acts and Politeness Strategies in an EFL Classroom in Georgia. The findings show that the students have certain

knowledge regarding politeness yet they fail to apply them in English communication.

Purnomo (2014) investigated Compliment and Compliment Responses used by English Teacher Association of Senior High School in Pacitan. The respondents participating in this research, females used more variation in giving compliment strategies than males. Both males and females mostly apply appreciation token for their compliment response strategies. The findings presented here should not be generalized and comparisons with results based on different types of data, situation and respondents will lead to a better understanding.

Cehan (2010) studied Thank You: An Analysis of the Thanking Strategies Taught in the English Classrooms in Romania. Looking at more than one hundred records of classroom sessions, he could easily notice that thank you is frequent as a pre-closing or closing signal in classroom talk.

Masoumei, Ghafouri, and Behnam (2013) examined An Investigation of EFL Teachers' Oral Discourse in terms of Syntactic Forms, Quality, Content, Recipient, Classroom Acts and Speech Acts. As for the speech acts, commanding (52%), constitutes the most repetitive speech act type in this study.

Fitria (2012) studied The Analyses of Classroom Speech Acts Produced in the Teaching and Learning of English as a Foreign Language. The research showed that the numbers of declarations produced are 20 utterances: 19 utterances are produced by the teacher and 1 utterance belongs to the students. Representatives are 86 utterances: 14 utterances by the teacher and the rest of 72 utterances belong to the students. It was also found that the production of expressives is 30 utterances: 17 utterances produced by the teacher and 13 utterances produced by the students. It was followed by the production of directives which is 155 utterances: 150 produced by the teacher and 5 utterances produced by the students. Meanwhile, the production of commissives is 19 utterances: 9 produced by the teacher and 10 produced by the students.

Ahangari and Shoghli (2011) studied Investigating Request Strategies between Iranian EFL Learners and Canadian Native Speakers of English in Various Social Situations. The results displayed overuse of indirect type of request on the part of EFL learners.

Hassall (2003) investigated Requests by Australian Learners of Indonesian. The findings emphasize the potential importance of positive pragmatic transfer, of the negative effect of formal instruction, and of learners' concern for clarity. The study also has developmental implications for L2 pragmatics.

3. Theoretical Background

Leech pointed out, "Pragmatics can be usually defined as the study of how utterances have meaning in situation" (Leech, 1983, x).

Speech acts is "what the speaker means, what the sentence (or other linguistic element) uttered means, what the speaker intends, what the hearer understands,

and what the rule governing the linguistics elements are” (Searle, 2008, p.21). Leech (1983, p.199) briefly defines them as:

- **locutionary act:** *performing an act of saying something*
- **illocutionary act:** *performing an act in saying something*
- **perlocutionary act:** *performing an act by saying something*

Kreidler (1998, p.189) discusses that “directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act”. Three types of directive utterances can be recognized: commanding, requesting, and suggesting.

- a. Commanding. According to Kreidler (1998), “A command is effective only if the speaker has some degree of control over the action of the addressee” (p.190).
- b. Requesting. “A request is an expression of what the speaker wants the addressee to do or refrain from doing, also does not assume the speaker’s control over the person addressed” (Kreidler, 1998, p.190-191).
- c. Suggesting. According to Kreidler (1998), “Suggestions are the utterances we make to other persons to give our opinions as to what they should or should not do (p.191).

Meanwhile, Peccei (1999) noted, “Expressive is one of the speech acts category which focuses on representing the speaker’s feelings” (p.52). In this category, the verbs that are including in this category are thanking, apologizing, complimenting.

- a. Thanking. Searle (cited in Nugraha, 2015, p.24) stipulated that “The speech act of thanking is defined as an expression of appreciation or gratitude”.
- b. Apologizing. Searle (cited in Istifçi, 2009, p.17) affirms that a person who apologizes for doing A expresses regret at having done A so the apology act can take place only if the speaker believes that some act A has been performed prior to the time of speaking and that this act A resulted in an infraction which affected another person who is now deserving an apology.
- c. Complimenting. Searle (cited in Cruz, 2002, p.1) stresses that “compliments are expressive speech acts because their propositional content specifies a reaction of the speaker to a situation in which the hearer takes an active or passive part”.

According to Yule (1996, p.55), “the direct speech happens when the meaning and the function from the utterance is clearly stated by the speaker”. Indirect speech acts is a widely used conversational strategy.

“Pragmalinguistics is particularly linguistic resources which a given language provides for conveying particular illocution” (Leech, 1983, p.11). According to Trosborg (1995, p.209), there are various ways in which requester can vary the politeness of a request. The requester can convey their request more politely by using indirect request than by straightforward order.

4. Research Method

The type of this study is qualitative research. Qualitative research is a research that gives the descriptive data in the form of written or oral words. As a result, it can be concluded that qualitative research is a type of research which does not include any calculation.

The object of this research is speech acts which are used by teacher-learners interactions in movies “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”.

The subjects of the research in these movies were:

1. In “Dangerous Minds” movie, the teachers were Louanne Johnson and Hal Griffith. The learners were Raul, Callie, Donna, Tyeisha, Chris, Pam, Angela, Durell, Cornelius, Josy, and Big ‘G’.
2. In “The Ron Clark Story” movie, the teacher was Ron Clark and the learners were Shameika, Alita, Julio, Tayshwan, Badriyah, and Raquel.
3. In “Facing the Giants” movie, the teachers were Grant Taylor and Mrs. Carla. As for the learners were Brock, Stanley, Scott, David, and Jonathan.

This study in collecting the data uses documentation and observation by watching the movies several times in order to understand the whole story, finding the transcript of those movies, comparing the transcript with the dialogues in the movies, underlying the dialogues in the transcripts containing the utterances of the speech act as data, numbering each datum, analyzing and interpreting data to answer the problem statement and drawing conclusion.

In technique of analyzing data, this study conducts data with identifying the types of speech acts, its directness levels and its pragmalinguistics variations used by both teacher-learners during classroom interactions found in movies entitled “Dangerous Minds”, “The Ron Clark Story”, and “Facing the Giants”.

5. Result

A. *The Types of Directive and Expressive Speech Acts used by Teacher-Learners Interactions*

After analyzing all data, there are 53 data found in this research. In commanding utterance, this study found 18 data used by teacher to learners and there is no data used by learners to teacher. So total utterances that are found in commanding utterance is 18 data. For example,

- “Take your seats” (0001/RCS/Directive/Commanding).

The utterance “Take your seats” above is included as a commanding utterance in the form of asking to obey since he has an authority to give his students his commands.

Requesting utterance is divided into the utterances used by teacher to learners and learners to teacher. There are 17 data found for the request utterances used by teacher to learners and 7 data for the request utterances used by learners to teacher. Total utterances for requesting are 24 data. For instance,

- *“Tayshawn, can you wait for me at the door, please?”* (0024/RCS/Directive/Requesting/AS).

In the interaction above, Mr. Clark said “And, Tayshawn, can you wait for me at the door, please?” to Tayshawn. It is indicated as a request utterance.

The last is suggesting utterance with 3 data found in which they used by teacher to learners interactions and only one datum that used by the learners to teacher. So overall there are 4 data found for suggesting utterances. For example,

- *“If you wanna get the class to listen, get Emilio”* (0043/DM/Directive/Suggesting)

The utterance above belongs to suggesting utterance since the speaker said, “If you wanna get the class to listen, get Emilio” because his utterance will bring a benefit to the hearer.

This research also found 7 data of expressive utterance based on Searle’s theory (1969). There is one datum for thanking utterances used by the learners to teacher, for example,

- *“Thank you, Mr. Clark”* (0047/RCS/Expressive/Thanking)

The utterance above is obviously included in thanking utterance of expressive speech acts. Since the speaker expresses her gratitude towards the words of encouragement from her beloved teacher.

Each one datum for apologizing utterances used by both teacher-learners for instance,

- *“I’m sorry, but I’m not allowed to touch a student”* (0048/DM/Expressive/Apoloizing)

In the conversation, the utterance above is easily identified belongs to apologizing utterance. The speaker is not only saying her apology by “I’m sorry, but I’m not allowed to touch a student” but also trying to make Emilio understand that she cannot demonstrates the karate’s trick with the student because teaching karate itself in the class is already a prohibited action. It’s more than enough as a proof to classify it into apologize utterance. The result is Emilio as the hearer understands about it and indirectly accepts her apology.

And 4 data for complimenting utterances used by teacher to learners, for example,

- *“It’s really good. You got quite a talent for this”* (0053/RCS/Expressive/Complimenting)

The utterance above can be classified as a complimenting utterance of expressive speech acts since he compliments him by saying “It's really good. You got quite a talent for this” because he feels so amazed with his work.

B. The Directness Levels of Directive and Expressive Speech Acts used by Teacher-Learners Interactions

Secondly, based on the adoption of terms of Trosborg's theory (1995) of request strategy in commanding, requesting and suggesting utterance, this study found 29 data using this strategy. For directive, there are three strategies found in three movies, such as direct strategy, conventionally indirect (hearer-oriented condition) and conventionally (speaker-oriented condition). As for direct strategy, it divided into four strategies, those are imperative with 11 data, performative with only 1 datum, obligation with 2 data and elliptical phrases with 3 data are found. In terms of conventionally indirect (hearer-oriented condition), there are consists of four strategies, those are ability with 2 data, willingness with 3 data permission with 2 data, and suggestory formulae with 4 data are found. As for the last strategy, conventionally indirect (speaker-oriented condition) is found only one datum as a part of needs statement. For example,

- “*Get out your workbooks*” (0008/RCS/Directive/Commandig/EP)
The utterance “get out your workbooks” belongs to direct strategy in the form of an elliptical phrase because the speaker, Mr. Clark indicates the desired object as what he wants.
For thanking somebody explicitly, this study found one datum, for instance,
- “*Thank you, Mr. Clark*” (0047/RCS/Expressive/Thanking)
The utterance above is using direct thanking strategy because of the speaker is using “Thank you, Mr. Clark” with “Mr. Clark” indicates the speaker saying her gratitude more polite because she is talking to Mr. Clark, her teacher.
For apologizing utterances can be found 2 data of expression of self-deficiency as parts of acknowledgement of responsibility. For instance,
- “*Sorry, I couldn't get to it, boss*”(0049/RCS/Expressive/Apologizing/Self)
The utterance above belongs to indirect speech acts in the form of expression of self-deficiency because after using the expressing of regret “sorry”, it followed by applying an expression of self-deficiency “I couldn't get to it, boss” and not just shaking his head. He considers his teacher's feeling because it is obviously leading to an inconvenient situation. So the hearer, Julio, applied this strategy to make the situation less uncomfortable.

For direct complimenting consists of data which is included as direct strategy with 3 data and included as indirect strategy with 1 are found and all of the data of complimenting are directly and indirectly uttered by the speakers as a compliment to the hearers. For example,

- *“I’m proud of you”* (0050/RCS/Expressive/Complimenting)

In the utterance above is clearly included in direct compliment speech acts since the speaker wants to compliment about her courage to admit her mistake by saying “I’m proud of you”. The speaker, Mr. Clark, is using the first strategy which head act is used alone without supportive moves to do the compliment. The speaker also uttered the compliment strategy by stating a positive opinion about the hearer.

C. *The Pragmalinguistics Variations of Directive and Expressive Speech Acts used by Teacher-Learners Interactions*

This study only focused on the internal modification. Internal modification also divided into two: they are syntactic downgraders and lexical/phrasal downgraders. And this study also made a limitation only for syntactic and lexical/phrasal downgraders. In syntactic downgraders, this study only found 8 data. The devices which are using in those data above are past tense, negation, conditional clause and modals. For instance,

- *“I’ll tell you, Julio, if you turn around”* (0002/RCS/Directive/Commanding)

The utterance above belongs to the syntactic downgraders in the case of conditional clause with words “if you turn around”. So the speaker commands him more politely.

While the lexical/phrasal downgraders, this research found 14 data. The devices which are using in those data above are politeness markers, understatement, consultative devices, hesitator, adverbs, adjectives, and downtoner. For example,

- *“Well, what do you think?”* (0028/RCS/Directive/Requesting/AO)

The utterance above belongs to lexical/phrasal downgraders as part of internal modification. The word “do you think” above indicates as consultative devices.

6. Conclusion

Among the three directive speech acts – commanding, requesting, suggesting – and three expressive speech acts – thanking, apologizing, complimenting – the most frequently occur in classroom activities among the interactions of the teachers and learners are when the teacher uttered command utterances to make the learners performed the act as the teacher’s wish and also the dominant utterance of expressive speech acts is complimenting because teachers give their positive evaluation towards the hearers. The dominant strategy used by the speakers is direct request strategy in the form of imperative and direct

complimenting. Meanwhile, the most commonly occurs in the third research finding is lexical/phrasal downgraders.

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