AN ANALYSIS OF DIRECTIVE SPEECH ACTS USED BY MALE LECTURER OF ELESP FKIP LAMBUNG MANGKURAT UNIVERSITY IN CLASSROOM CONTEXT

Shandi Kevin Tanudjaja[1], Nanik Mariani,[2] Noor Eka Chandra,[3]

[1,2,3] Lambung Mangkurat University

[1]gabrielshandikevintan@gmail.com,

[2]nanik_mariani@ulm.ac.id,

[3]nooreka_chandra@ulm.ac.id

Abstract

Directive speech acts in the scope of an educational communication is important to review since the addressee must carry out an action toward the speech. In this study, the problem is to know the form of directive speech acts that arise from the speech of male lecturer in the learning process in ELESP FKIP of Lambung Mangkurat University. The objective of this research is to find the type of directive speech acts that appear through the speech of male lecturer in the classroom context. In consequence, this research used descriptive methods with the qualitative approach. In collecting the data, the researcher makes direct observations in learning activities while recording the forms of speech that appear to increase the validity level of data. The result showed that questioning (92 utterances) is one of the most widely applied parts of the directive speech act than suggesting (15 utterances), requesting (8 utterances), commanding (7 utterances), permitting (5 utterances), and encouraging (4 utterances). Therefore, directive speech acts that performed by male lecturer is constantly oriented in the form of questioning and suggesting. Based on the result, it shows that male gender lecturer performed several directive speech acts that relative to the supremacy of the gender itself. It is suggested that the lecturer as the main role in the learning process to always consider the diction choice regarding directive speech act. Hence, future research is needed to increase the quality of educational environment, especially for kind of speech acts that occur in learning process.

Keywords: directive speech act, male lecturer, classroom context

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1.   Introduction

As social beings, it is said that human beings are intertwined and need each other, which there are interactions in each relationship between individuals. One of the parts found in the interaction is communication. Human needs media to communicate with one another to understand the meaning and purpose of an utterance, one of the tools in communication is language. Language is a key to human life, and we can interact with each other by using language [11]. Language has an important role in inter-individual or social relationships which are intended as communication systems. Communication is a mechanism for the transfer of information, messages, and a method of transmission by one person to another.

In the realm of a communication process, there is a theoretical basis related to linguistic form, speech act. People tend to perform speech acts when they produce a speech with a specific purpose, such as greeting, apologizing, or even requesting. Fromkin in his work entitled An Introduction to Language [9] defined speech act as the action or intent that a speaker accomplishes when using language in context, the meaning of which is inferred by hearers. Based on Austin's theory [3] speech act has three

types of acts such as locutionary, illocutionary, and perlocutionary act.

Referring to the three types contained in the speech act, illocutionary is one of the most important studies from the three kinds of speech act [6]. This is based on frequent misunderstandings that occur in communication, due to the unknowing of what the speaker means by certain utterances. According to Searle as cited in Mey [15], he established these classifications of speech acts including representative, directive, commissive, expressive, and declarative. Directive is one type of speech acts in which the speaker instructs the hearer to do something through a speech, or in other words, to persuade the communication's addressee to take action through an utterance. Directive has paradigmatic cases that include requesting, advising, commanding, challenging, inviting, daring, entreating.

This research is using Searle's classification of directive speech acts that has been grouped into eight types. Commanding; is expressed by the speaker when he wants to ask or order someone to perform action directly. This type of directive speech acts can be done by considering either the power of speaker or hearer. Requesting; is similar with commanding, but the speaker asks or order someone to perform an action indirectly (most of them in polite way). Since this expression is not totally an order means the hearer has rights to accept or even reject the request. Suggesting; can be defined when the speaker delivers a speech that makes the hearer perform an action in the future. This expression is oriented to a thought or idea of the speaker delivered to the hearer that can affect the hearer's consideration in performing a later action. Forbidding; in contrast with the previous one, this type of directive speech acts is to ask and order someone not to do something. Questioning; is expressed by the speaker in order to elicit a response, answer, or even information from the hearer. Permitting; consist of several expressions as follows agree to, allow, authorize, bless, consent to, forgive, release. Encouraging; is an expression that speaker uttered to give support and encouragement to the hearer to do something. Wishing; can be defined as the speaker's hope

to the hearer about something good in the future.

Based on the definition above, directive speech act which is part of the speech act can occur in every realm of life, especially during the teaching and learning process. Directive speech act in the scope of an educational communication is an important thing to review because this form of speech produces actions that must be performed by the hearer, so that the hearer either students, teacher, or lecturer needs to interpret the meaning of the utterances.

In teaching and learning process, lecturer is one of the professions that has a responsibility to provide intellectual and moral education to students at the university. Based on Kelly and Hutson-Comeux [12], defined interactions based on gender (both male and female) that performed through face to face or directly, he found the presence of emotions that affect a speech taking into account both genders, among them women are identical with emotions of happiness, sadness, and fear, while men generally describe expressions or angry emotions that can affect the speech. Based on the researcher's experience, male lecturers sometimes tend to make students feel less motivated to carry out the learning process; therefore, this study researcher wants to examine one of the genders namely male in the university education environment precisely lecturers.

Some researchers have analyzed topics related to directive speech acts used in specific environments that are performed by a community and also teachers. Some of them are works from Roma Ayuni, Wan Syaifuddin [1] and Willyana Ramlan, Siti Zaenab [20]. In Roma Ayuni and Wan Syaifuddin's research, entitled "Directive Illocutionary Act in PUNK community at Lubuk Pakam", there is an objective to be achieved, namely to find out kinds of directive illocutionary act that mostly expressed among members of PUNK community. The result showed that the

members from PUNK community produced several types of directive speech acts, that were recorded through speech expressions generated in daily conversations.

Whereas different from Willyana Ramlan, Siti Zaenab's research, they researched the linguistic realm according to the utterance entitled "An analysis of Teacher's Directive Speech Acts and Students' Responses by Gender", with three objectives, including to analyze the types of directive speech act used by the teacher, then to investigate male and female students' responses of the teacher's directive speech act, and the last objective is to find out the reason from male and female students' responses toward teacher's directive speech act. The results showed nine types of directive speech act used by the teacher in the classroom activity. Second, it shows that most male and female students preferred to give respond to the teacher's directive speech acts. Then, the last objective shows that the students have a variety of reasons for responding to the teacher's utterance.

The present study is quite different from both the previous studies since Roma Ayuni, Wan Syaifuddin [1] and Willyana Ramlan, Siti Zaenab [20] conducted research that has a research subject that focused on subjects that have professions as members of a community, as well as teachers. In addition, directive speech acts research that they have conducted was perform by the subjects that were taken randomly referring to their gender. Meanwhile, in this study, the researcher wants to analyze the directive speech acts used by lecturers specifically for male lecturer in classroom context.

Based on the explanation above, researcher is interested in studying the speech given by male lecturer related to directive speech acts. The subject of this study is the male lecturer that actively teaching in English language Education Study Program FKIP of Lambung Mangkurat University.

2. Research Methodology

In conducting this study, it used descriptive methods with the qualitative approach. The data of this study is the directive speech acts used by male lecturer in conducting the teaching and learning process through conventional methods. The data is taken from either male lecturer's utterances or expressions that have relevancy with types of directive speech acts theory.

This study was held at one of the state universities located in the province of South Kalimantan, Banjarmasin, namely Lambung Mangkurat University. Moreover, the subject of this study is one of the English male lecturers who actively taught English Language Education Study Program FKIP of Lambung Mangkurat University. The lecturer who permitted the researcher to conduct this study was Yusuf Al Arief, M.Hum.

In collecting and interpreting the data, the researcher used several instruments, which aim to gain the accuracy of the information, and the objectivity of the research, namely observation, record, and interview.

The researcher chooses observation as a method that applied to this study because the target subject and object of the study in the form of speech acts that must be observed directly, also through the observation method researcher can gain all the information that appears during the conventional teaching and learning process. The researcher observed the types of directive speech acts used by male lecturer in classroom context until getting saturated data so that the validity level of the data obtained can be maximized.

While conducted observation, the researcher records the activity and phenomenon that appears in the learning process. The researcher is used the recording method to ensure that every data obtained through the observation process, in order to create comprehensive and objective data based on the situation and conditions that occur during the learning process.

After collecting data through observation and record, researcher implies interviews as supporting instruments to increase the level of accuracy of the data obtained. Researcher

tries to explore the background and reason a speech arises from the subject of this study which is male lecturer during the learning process.

Validation of data in qualitative research is significant to the data contained in a study. Based on the form of object study and methods used, this study used triangulation techniques to obtain the validity of the data; besides, with triangulation techniques researcher can reach the credibility of a data. According to Moleong [16] defined the triangulation technique is a technique in research that helps researcher to check the validation of data.

Based on the theoretical definition above, researcher used triangulation techniques which involves a collection of data collection methods that support each other, in this study researcher not only use observation, but accompanied by recording and interviewing the subject of this study, and asked experts to check the validity of the data. The expert who has a significant role in checking the validity of data in this study is Rezqan Noor Farid, S.Pd., M.Hum which is one of the lecturers of the English Education Study Program at the University of Muhamadiyah Banjarmasin who mastered the realm of linguistic studies, which speech act is one of the linguistic branches. Researcher asked the expert to check the data validation table whether it is correct or wrong that researcher have grouped into each section of the directive speech act.

3. Finding and Discussion

Based on the observation of the research, the researcher found a number of types that arise in learning process in classroom context which conducted through face-to-face method. After the researcher collected the research's data through two observations, the researcher analyzing the data by using John Searle's theory. Searle classified the directive speech acts into 8 (eight) kinds, namely commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing.

After the researcher analyzed the male lecturer's utterance that have been transcripted into text or in written form the researcher only found six of eight types of directive speech acts of Searle's theory that were used by male lecturer. The male lecturer which is the subject of the research performed 131 utterance that related to the types of directive speech acts. Those types that performed by male lecturer, namely commanding, requesting, suggesting, questioning, permitting, and also encouraging.

Table 1. Type of Directive Speech Acts Used by Male Lecturer

No.	Type of Directive Speech Acts	Utterances
1.	Questioning	92
2.	Suggesting	15
3.	Requesting	8
4.	Commanding	7
5.	Permitting	5
6.	Encouraging	4

Based on the findings, 92 of 131 utterances that performed by male lecturer were in the form of questioning. Questioning utterance is the most types that performed by male lecturer during learning process. It is influenced by the purpose of the utterance itself that the speaker wants to deliver to the students. Besides questioning utterance is included in Searle's theory, this type of directive speech acts described by several experts, such in Bach and Harnish [4], Rahardi and Lapoliwa as cited in Nadar [17]. Male lecturer mostly applied questioning utterance to encourage students' motivation to actively participate in learning process. Male lecturer used questioning utterance not just to ask the students about the learning material, but also students' general knowledge about something relevant with the learning material.

Table 2. Questioning Type in Directive Speech Acts

No.	Example of Utterances
1.	L: So, **the previous lesson we talk about the methods in translation, and?** S: Procedures.
2.	L: Yes, **are we permitted to use literal translation or word-to-word translation?** S: No, because it's idioms.

3.	L : **What is the example?**
	S : Translating song's lyric.

Second, suggestion was used 15 times by male lecturer in learning process. Different with the questioning utterance, male lecturer only performed 15 utterances that is classified into suggestion. Although, the number of suggestion utterances differ greatly from questioning, but some types of directive speech acts do not affect the learning process much. It is depended on male lecturer's consideration in conveying lecturer through certain utterance. Male lecturer used suggestion utterance to give certain of advice or even an action to do during the learning process. This type of utterance helps students to know what they need to do in the future through speaker's advice.

Table 3. Suggesting Type in Directive Speech Acts

No.	Example of Utterances
1.	L : **You can compare it with the other one first.**
	S : Almost the same I guess.
2.	L : **You can download it from there.**
	S : Okay sir.

Third, requesting was used 8 times by male lecturer in learning process. This type of directive speech acts commonly performed by male lecturer through certain invitation to the students in conducting a lesson. In some occasion, male lecturer used the requesting utterance to ask students carry out an action in more polite way.

Table 4. Requesting type in Directive Speech Acts

No.	Example of Utterances
1.	L : **Can you pick the board marker and write down your answer?**
	S : Yes sir, I want to take the number
2.	L : **Please don't forget to fill the present list, everyone.**

Forth. commanding was used 7 times by male lecturer in learning process. The total of the commanding utterance that performed by male lecturer not much different from the previous type of directive speech acts which is requesting. Commanding mostly found in exercise section, it means when male lecturer wants the students to work for certain assignment, he used this type of directive speech acts.

Table 5. Commanding Type of Directive Speech Acts

No.	Example of Utterances
1.	L : **Find the lyric, and translate the first and second parts of that song.**
	S : Alright sir.
2.	L : **Only translate those verses.**
	S : Okay sir.

Fifth, permitting was used 5 times by male lecturer in learning process. Permitting as in term means when the speaker agrees to the hearer's statement or something related with it. Permitting utterance mostly arises right after male lecturer asks students about their knowledge in learning process, and by the time students describe something in depth the male lecturer permits their thought. This type of directive speech acts helps students to get more motivated in learning process since when they are being justified by the male lecturer as the main role in learning process, it will increase their motivation and encouragement to follow the lesson.

Table 6. Permitting Type in Directive Speech Acts

No.	Example of Utterances
1.	S : Since it always eats whatever it founds.
	L : **Yes, good**.
2.	S : The idiomatic translation means that this translation tries to suit with the target language.
	L : **You're right.**

Last, encouraging was used 4 times by male lecturer in learning process. Encouraging utterance is performed by male lecturer through certain statement that motivates students in the future, such when male lecturer delivers a lesson about the importance of translator, male lecturer stated that the students can be a translator that has a power through their works. Although encouraging utterance is rarely used by male lecturer, but most of the previous types of directive speech acts that performed by the male lecturer already gain students' motivation.

Table 7. Encouraging Type in Directive Speech Acts

No.	Example of Utterances
1.	L : **It means that this is one of your powers as a translator that make people put trust on your words.** S : Alright sir.
2.	L : **Always remember that there is no wrong translation or even perfect translation.** S : Thank you sir.

Besides, male lecturer did not perform two types of directive speech acts, namely forbidding and wishing. Forbidding is one of the types of directive speech acts that can be used occasionally, which means only in certain condition. It depends on the events that occur during the learning process. Along with forbidding utterance, wishing is a type of directive speech acts that does not need to perform in every meeting in learning process. Sometimes, wishing utterance can be stated in the beginning or even in the end of the semester such when the lecturer or teacher delivers the goals of the lesson accompanied by certain wish.

In conclusion, the male lecturer of English Language Education Study Program FKIP Lambung Mangkurat University mostly used questioning utterance rather than the other types of directive speech acts that have been defined by Searle's theory. It happens because of the male lecturer wants students to participate more actively in classroom interaction during the learning process through asking and answering manner. The male lecturer used questioning utterance to maintain students' focus while delivering explanation. Apart from that, the male lecturer used certain types of directive speech acts that are needed to be used in learning process, it is depended on male lecturer's consideration along with the goals of the lesson itself.

4. Conclusion and Suggestion

In this research, researcher found six types of directive speech acts that arise in the learning process, namely commanding, requesting, suggesting, questioning, permitting, and encouraging. Based on the data, these six types of directive speech acts are presented through 131 utterances that performed by the male lecturer as the subject of the research. Researcher do not find two types of directive speech acts, namely forbidding and wishing due to the usefulness of those types in the learning process. Furthermore, questioning which is one of the types of directive speech acts is the most widely applied in the learning process. Based on two meetings that were observe by the researcher, the researcher found that questioning is the mostly applied in every stage of learning process, either in the pre-activity, main-activity, or post-activity. Based on the data, questioning occurred in 92 utterances of the total observation. The speaker used questioning to make students participate actively in the learning process, while also tried to build students' knowledge by asking them certain question about the topic studied.

Based on the conclusion that are stated above, some suggestions will be directed toward the students, English lecturers (especially male), and also other researchers. Students are expected to learn in detail about linguistic, especially speech acts that are part of pragmatic. In purpose to help students interpret the meaning of certain

utterance that appears not only during the learning process, but also in the social environment. Then, In English language teaching in the university, English lecturer has an important role to guide and teach the students not only for their knowledge but also attitude. As a figure or even role model in class, lecturer needs to consider their words selection by the time lecture delivers a lesson in learning process. English lecturer should use an appropriate verbal or written utterance with the implied or express meaning to the students, in order to avoid misunderstanding with students' interpretation. Last, it is expected that the other researchers more motivated to investigate and analysis regarding to the types of speech acts that occur in the learning process. The researcher also suggests the other researcher to enlarge the realm of the researcher which can consider about gender diversity or the other types of speech acts which consist about locutionary acts, illocutionary acts, and perlocutionary acts.

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