

DIRECTIVE SPEECH ACTS REALIZATION OF INDONESIAN EFL TEACHER

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APA Citation: Wulansari, Y. & Suhartini, C. (2015). Directive speech acts realization of Indonesian EFL teacher. *English Review: Journal of English Education*, 3(2), 223-229

Received: 10-04-2015

Accepted: 27-04-2015

Published: 01-06-2015

Abstract: This research examines the types and functions of directive speech act performed by an Indonesian EFL teacher in one senior high school in Kuningan, Indonesia. This study uses qualitative method. The data of this research were taken from the video transcription which contains directives spoken by the EFL teacher and analyzed based on Kreidler's (1998) theory. The findings show that there are three types of directives used by the teacher. They are commands, requests, and suggestions. The most frequent type of directives performed is commands with 233 occurrences (94.8%). It was also found that there are five functions seized by the directives, they are elicitation, instruction, advice, threat, and attention-getter. The most frequent function of directives used is elicitation with 108 occurrences (44%). From the findings, it is concluded that the using of commands shows teacher's dominance. Yet, this type of directives is not easily understood by the students. Therefore, it is suggested that the teacher should use other types of directives more, such as requests and suggestions, to encourage students' participation.

Keywords: *pragmatics, speech act, directive speech act.*

INTRODUCTION

Communication is an essential part of humans' life. By communication, people can send their messages, such as ideas, feelings, or thoughts to others. In delivering their messages, people can also request others to do things which they want through particular utterances. By doing so, the utterances that the speaker produces are not for describing the request, but to carry out the act of 'requesting'. Furthermore, Austin (1962: 6) states "to utter the sentence in appropriate circumstances is to do it, not to describe the act nor state that the speaker is doing it". It means that people can perform some kind of actions, such

as ordering, promising, refusing, thanking, etc, by uttering certain sentences in appropriate circumstances. Austin (1962: 6) proposes these kinds of utterances as "performative". This idea is supported by Searle (1969: 22) who mentions that "talking is performing acts according to rules". Those uses of language are commonly classified as "speech acts".

Concerning speech acts in particular context, such as classroom, Searle (1969, in Merdana, Seken, & Putra, 2013) states that directives is a speech act that is frequently used in a classroom interaction. The teachers use it to make the students do something. The types of

speech act used are command, request and suggestion (Kreidler, 1998: p. 190-191). The use of the speech acts is related with a teacher's role, because when the teacher commands the student, he/she is carrying out his/her role as a leader in the class. Besides being a leader, a teacher has other roles to fulfill in their class, such as being "authority figure, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent" (Brown, 2001: 200). To perform those roles, the teacher surely will use the speech act that functions to get the hearer to do (or not to do) something, namely directives. According to Austin (1962), directives are used by the speaker to get the hearer(s) to do or not to do something and it can be in the form of ordering, warning, urging, directing, and advising. In this context, the speaker is the teacher, and the hearer is the students.

Kreidler (1998: p. 190-191) classifies directives into three kinds, namely commands, requests, and suggestions. Each type of directive has different purpose and function. Furthermore, directives performed by a teacher have some functions, such as elicitation, instruction, attention-getter, suggestion, tactfulness, advice, conditional and threat (Amalsaleh et al., 2004). Amalsaleh et al. (2004) states that the same form of directives may imply different functions or conversely, the same function may be expressed via a variety of forms. For example, imperative form has functions as attention-getter and instruction. Meanwhile, the directive's function as instruction can be done not only by imperative, but also by interrogative, declarative, modals, and passive. Based on the explanations, the researcher is interested to find out what kinds of

directive speech act commonly performed by an EFL teacher in one senior high school in Kuningan and what functions are held by those directives.

The main issues addressed in this study are the kinds and functions of directive speech acts performed by an EFL teacher in one senior high school in Kuningan. The enquiry towards these issues is formulated in the following research questions:

1. What types of directives are commonly performed by an EFL teacher in one senior high school in Kuningan?
2. What are the functions of the directives performed by the EFL teacher?

METHOD

The study is conducted in Kuningan, West Java, in August 2014. In this study, an EFL teacher of one high school there is involved. She is chosen because she already has more than five years experience of teaching English in the senior high school. She also has multi-lingual competence in Sundanese, Indonesian, and English so that she can communicate with her students not only in the national and target-language, but also in their mother's tongue. It emerges more interaction between the teacher and the students, so hopefully the teacher can provide the data for this study.

The data of this research consists of the EFL teacher's directive utterances that are collected by using video recording and observation. The recording is done to help the researcher to find out the directive speech act thoroughly, while the observation is done to see the whole situation of research site and to take notes on important things occurred there.

According to Creswell (2009: 181), "Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site". In the observation, the researcher is the complete observer. It means that she presence at the scene of action but does not interact or participate in the activity of the class. This is done so that the teacher as the main participant can focus on her teaching activity. The researcher also uses Wray et al. (1998) method of transcribing speech orthographically. The transcribing process is done to gain the written document of what the participants in the research site said. The phonetic details of the speaker's accent will be omitted, because it is not relevant with the study. Therefore, the transcription only consists of the utterances uttered by the participants.

After collecting the data through observation and data recording, the data will be transcribed and read closely to find the utterances included to directive speech act which are used by the EFL teacher. The procedure of the study are conducted as follows: (1) identifying and classifying the utterances which contain directives, such as *commands*, *requests*, and *suggestions* (Kreidler: 1998); (2) analyzing the functions of the directives based on the researcher's own interpretation and ground theory found by Amalsaleh et al. (2004); and (3) quantifying the occurrences of the types and functions of directives to see the trend in their use.

In the identifying stage, the data are identified and classified based on the kinds of directives found by Kreidler (1998), while to identify the functions of the directives, it will be based on the researcher's interpretation and eight functions of directives proposed by Amalsaleh et al. (2004), namely *elicitation*, *instruction*, *attention-getter*, *suggestion*, *tactfulness*, *advice*, *conditional*, and *threat*.

In the stage of analyzing the data, the researcher counts the frequency and percentage of each kind of directives performed by the EFL teacher, so it will be known what type of directives mostly used by the participant. Then, the researcher also will count the frequency and percentage of each function of the directives. Finally, the distribution of directive forms and functions will be tabulated and discussed thoroughly.

RESULTS AND DISCUSSION

According to Kreidler (1998), there are three types of directives, namely commands, requests, and suggestion. Commands are the utterances that express the speaker's wish that the hearer should act as the speaker wants him to act. Requests are the utterances that express the speaker's want that the addressee doing or not doing something. Furthermore, suggestions are the utterances used by the speaker to give his opinion to the addressee as to what the addressee should or should not do. The general finding of types of directives is summarized in table 1.

Table 1. *The types of directives performed by the EFL teacher*

Types	Frequency	Percentage (%)
Command	233	94.8
Suggestion	10	4
Request	3	1.2
Total	246	100

The data that are collected in this study include 246 utterances. Commands are the most frequent type which occur 233 times (94.8%), followed by suggestion with 10 occurrences (4%) and request with 3 occurrences (1.2%). The definition of each type and some examples are given below for further clarification:

1. Command

In issuing a command, "Speaker, in authority, expresses a wish that Addressee should <not> act as Speaker wants Addressee <not> to act" (Kreidler, 1998: 190). In making command, the speaker has some degree of power over the actions of the addressee. It is the most compulsive kind of the directives.

- a. Okay . . . I will ask you ((pause)) I will push you to speak English.
- b. Write down what I say.

2. Request

"A request is an expression of what the speaker wants the addressee to do or refrain from doing" (Kreidler, 1998: 190). The speaker who utters a request does not have a control or authority towards the addressee.

- a. Other question maybe?
- b. Other question please?

3. Suggestion

"Suggestions are the utterances we make to other persons to give our

opinion as to what they should or should not do" (Kreidler, 1998: 191). In making suggestions, the suggestee or the person whom we give suggestion has the choice of performances whether to do or not to do the act.

- a. Nah (.) yang di sini pun (.) ketika punya hobi dikit(.) terus digeluti di situ.
 Nah(.) the people here as well, when you have a hobby, keep doing it.
- b. Kita tetap harus mencoba menggeluti sesuatu ya.
 We still must try to keep doing something consistently okay.

The main function of directives is to get the hearer to do something. However, the directives which are performed by the EFL teacher have more specific functions. The functions mentioned here are based on the researcher's own interpretation and supported by Amalsaleh et al. (2004) study. In Amalsaleh et al. (2004), directives have 8 functions, namely elicitation, instruction, attention-getter, suggestion, tactfulness, advice, condition, and threat. However, there are only 5 functions found in this study. They are elicitation, instruction, advice, threat, and attention-getter. The general finding of the functions of the directives is summarized in table 2.

Table 2. *The function of directives performed by the EFL teacher*

Function	Frequency	Percentage (%)
Elicitation	108	44
Instruction	106	43
Advice	22	9
Threat	8	3.2
Attention-getter	2	0.8
Total	246	100

The data collected in this study include 246 utterances. Elicitation is the most frequent function which occur with 108 occurrences (44%), followed by instruction with 106 occurrences (43%), advice with 22 occurrences (9%), threat with 8 occurrences (3.2%), and lastly, attention-getter with 2 occurrences (0.8%). The definition of each function and some examples of directive functions are given in the following for further clarification:

1. Elicitation

Elicitation is the function of directives which makes the hearer provides the required information for the speaker (Amalsaleh, 2004: 34). The main objective of this function is to get the required information and sometimes to test the students' knowledge about the subject

- a. Yes? That's enough?
- b. Why we have to learn English?

2. Instruction

Instruction is the functions of directives which "refer to utterances which are issued to get the addressee to perform an action" (Amalsaleh et al., 2004: 34). The main difference between instruction and elicitation is the thing that the speaker wants from the hearer. In elicitation, the speaker requires information, while in instruction, the speaker wants action.

- a. Be brave to ask question if you want to know more about me.
- b. Find out from internet(.) from book(.) from your brother from your sister from anywhere(.) from anyone.

3. Advice

Advice is "an opinion or a suggestion about what somebody should do in a

particular situation" (Hornby, 2003: 20).

- a. Nah (.) yang di sini pun (.) ketika punya hobi dikit(.) terus digeluti di situ. Nah(.) the people here as well, when you have a hobby, keep doing it.
- b. English is not difficult but English is very easy(.) asalkan tadi you have to study hard. English is not difficult but English is very easy, as long as you study hard.

4. Threat

Threat is "a statement in which you tell somebody that you will punish or harm them, especially if they do not do what you want" (Hornby, 2003: 1408).

- a. Jadi kalau kamunya tidak siap untuk active (.) untuk belajar cepet (.) . . . pasti minimal poinnya akan dapetnya C terus.
So if you are not ready to be active, to learn quickly . . . you will certainly keep getting C.
- b. Saya paling tidak suka (.) I don't like someone who like cheating.
I don't like the most, I don't like someone who like cheating.

5. Attention-getter

Attention-getter refers to utterances which are used "to attract students' attention" (Amalsaleh et al., 2004: 34).

- a. And then ((pause)) hello(.) I'm here!
((flicks her fingers to warn the students who are chatting in the back))
- b. Okay next (.) number ten!

This study finds that the functions of directives used by the EFL teacher are elicitation, instruction, advice, threat, and attention-getter. In addition, it is noted that one function of directives can

be realized through various types. For example, elicitation can be realized through commands and request. The

distribution of directives' types and functions is summarized in table 3.

Table 3. *Distribution of directives' types and functions*

	Elicitation	Instruction	Advice	Threat	Attentiongetter
Command	107	104	12	8	2
Suggestion	-	-	10	-	-
Request	1	2	-	-	-
TOTAL	108	106	22	8	2

As shown in table 3, elicitation and instruction are realized by command and request, whereas advice is realized by command and suggestion. Meanwhile, the two last functions, threat and attention-getter, are only realized through command. The findings of the functions of directives and its distribution may be different for each research, depending on the data that are collected.

CONCLUSION

It is found that there are three types of directives performed by the EFL teacher. Three types of directives performed by the EFL teacher are commands, requests, and suggestions. The most frequent type is commands with 233 occurrences (94.8%), followed by suggestion with 10 occurrences (4%), and lastly requests with 3 occurrences (1.2%).

From the first findings, it is concluded that the teacher is very dominant in teaching the students. It is noticed from the way the teacher mostly uses command in directing the students. Yet, the teacher uses command for the benefit of the students themselves, which is so that the students can do their task as a learner well. It is proven from the findings that the commands used by the teacher have the purpose to give instruction for the students' learning activity. The teacher also does not

hesitate to give the students suggestions which often function as advice. It can be understood because the teacher is usually perceived as someone who is wiser and have more knowledge than the students. The lack of using requests in the class is probably caused by the context of culture in Indonesia, in which a teacher is seen as the leader in the class, so that almost every utterance that is said by the teacher is considered a command.

Meanwhile, for the second findings, this study finds that there are five functions of the directives that are performed by the EFL teacher. The most frequent function is elicitation with 108 occurrences (44%), followed by instruction with 106 occurrences (43%), advice with 22 occurrences (9%), threat with 8 occurrences (3.2%), and lastly attention-getter with 2 occurrences (0.8%).

From the second findings, it can be concluded that the teacher tries to make the students speak out by producing utterances which act as elicitation. The teacher also uses instruction to make the students perform an action, such as to speak in English, to change their mindset about English, and sometimes to forbid them from doing something bad, like cheating. Advice is produced mainly to make the students not only focus on their academic point, but also on their attitude and behavior, while threat is

used as a reinforcement to motivate the students to be more active and to behave. Lastly, attention-getter is only used when the students start getting loud while the teacher is explaining something.

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