

An identification of directive speech acts in speaking classroom interaction

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ABSTRACT

In the classroom interaction, a lecturer certainly provides various kinds of instruction to students. Directive speech acts and their use have a significant impact on creating effective communication to create effective learning. This research aims at describing types of directive speech acts. The research subject is lecturer of speaking class PBI Universitas Ahmad Dahlan. The method applied in this research is qualitative descriptive. The data of this research were obtained from the utterances of lecturers in Speaking class PBI Universitas Ahmad Dahlan and the classification of the data according to Yule's theory of directive speech acts. The researcher used concept by Miles and Huberman (2004) to analysed the data. The findings of this study showed that the directive speech act used by the lecturer in the speaking classroom interaction process were 19 Command types, 32 Request types, 28 Suggestion types, and 13 Warning types.

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1. Introduction

Classroom interactions include verbal and non-verbal interactions. Teaching and learning activities are interactions between lecturers and students. The interaction has a mutual influence. Lecturers are the main component in the teaching and learning process. The lecturer conveys the material through the interaction process that is carried out. Interaction is an active relationship between lecturers and students and this is a social phenomenon where lecturers and students are required to understand each other (Simbolon et al., 2021). In the learning process in the classroom, the lecturer has an obligation to control students who are receiving material or directions delivered by the lecturer. Students as speech partners have a low position so they are easily managed by the lecturer. Lecturers can evaluate the answers submitted by students, and provide feedback according to the questions submitted by students.

Communication is one of the most important things in social life. In communication we need to use language to clarify a situation or condition. Language can help us to be able to express what we want to convey in the teaching and learning process (Searle, 2011). Language can be studied with a pragmatic approach. Pragmatic analyzes the relationship between language and context. Pragmatics is the study of the meaning of speech that involves the speaker producing an utterance and how the listener interprets it (Widya, 2017).

The focus of this research is directive speech which is a functional unit in communication. Directive speech acts in the process of learning speaking are the attention of students and teachers. The speech delivered by the lecturer can affect the interlocutor, namely the student, on the contrary, the speech conveyed by the student affects the interlocutor, namely the teacher (Simbolon et al., 2021). The utterances conveyed contain politeness values that affect the teaching and learning process activities in the classroom. The problem in this research is formulated as follows. What are directive speech acts in speaking classroom interaction? The aim of the research to be achieved in this research is to find out the directive speech acts in speaking courses at Ahmad Dahlan University's English Education.

There are some research that relate with directive speech acts. Pamungkas et al., (2018) did research about directive speech acts in Gamal Komandoko's Indonesian archipelago folklore text analyze the functions of the directive speech acts include: forcing, inviting, asking, ordering, charging, urging, begging, advising, suggesting, commanding, giving cues, challenging. The total of directive speech act's function data in Gamal Komandoko's Indonesian archipelago text are 58 utterances. The dominant function found in the text is the ordering function which the researcher found 18 uttered. Other research by Jaya et al. (2020) that analyze about speech acts directive and strategy Indonesia language teacher in learning in class VII of Smp negeri 2 Kinali. First, the type of follow-up directive found was secondly, the said strategy used to realize the follow-up directive in the learning process in class VII SMP Negeri 2 Kinali. The directive speech acts predominantly found is asked directive speech acts. Strategy vaguely recalled frankly without further ado dominant use of teachers in the learning process in the order of speech acts.

In this research the researcher wants to prove whether with different aims, subject and location to find what are types of directive speech acts use by speaking classroom interaction in teaching and learning process. The research expected help the readers to recognize the types of directives speech acts avoid ambiguous communication in classroom interaction and support directive speech acts theory of language improvement and useful for next research.

2. Method

This research is qualitative research. It just focuses on the types of directive speech acts in speaking classroom interaction. The data collection in this study is observation of non-participants and writing technique. The data is collected by the following steps: (1) observation of a non-participant, joined with speaking classroom interaction to obtain data. The activity of this technique was to observe the lecturers' utterances. (2) Recording technique: the researcher records the lecturer's utterances in order to obtain accurate data and review the data. (3) Transcription technique: the lecturer's utterance is entered into an observation sheet according to classification by Yule's theory. The researcher used a method called "triangulation of investigators," which lets the research results be talked over with an expert and confirmed by them. In analysing the data, the researcher used Miles & Huberman (2004) theory they are : data collection, data reduction, data display, conclusion and verification.

3. Findings and Discussion

As mentioned above, this paper focuses on directive speech acts that are used by lecturer in speaking classroom interaction. This research's definition was followed Yule's theory. Yule (1996) described four types of directive speech acts are command or order, request, suggestion and warning. The frequency and distribution are fully presented in Table 1.

Command or Order

Commanding is the type used by the lecturer to make students do something. The command directive speech act is successful if the speaker has control over the activity between the speaker and the hearer. The research found 19 data on the command speech act. Types of command directive speech can be seen as follows:

1. Lecturer: As I told your earlier it will be last meeting before midsemester
2. Lecturer: if you don't really understand, ask question

The data shows the command type of teacher's directive speech act. The command type expressed by the lecturer was a type of giving instruction. The lecturer (speaker) wanted students to do something according to his instruction. In the teacher's utterance, the lecturer asks today is the last meeting.

Table 1. The Total of Identification Directive Speech Acts in Speaking Classroom Interaction

No	Directive speech acts by Yule's Theory	Total of the data found
1	Command/Order	19 Uttered
2	Request	32 Uttered
3	Suggestion	28 Uttered
4	Warning	13 Uttered
	Total	92 Uttered

Request

The request types of directive speech acts were also produced in teaching and learning in the classroom. The teacher's speech had a directive illocution in which the speaker asked the speech partner to act with what the speaker desired. In the request form, there were 32 data on the use of directive speech actions.

1. Lecturer: How many students who have practice, please raise your hand.
2. Lecturer: Could you tell me more mbak Adisti?

The data above show the type request in the directive speech act. The lecturer utterance above is to request students to do certain actions that are raise your hand. It means that the lecturer needs the students raise your hand to make sure the total of student had practice.

Suggestion

The results of the suggestion type revealed that there were 18 data types of directive speech act. The lecturer expressed his thoughts about what a student did or should not do. The speaker needs the hearer to do something as suggested by the speaker. The following data is the one of suggestion type in the classroom:

1. Lecturer: You have to make sure all of the information you get is valid
2. Lecturer: I really suggest you to be more specific in one subject

The suggestion type used by the lecturer was giving advice. The lecturer suggested to the students to make sure all of the information that students got before deliver the information. The student as hearer follows the lecturer's advice.

Warning

A warning kind of directive speech act is a warning act or condition being warned. The act of warning type is to inform someone of possible danger, problem, or another unpleasant situation. This type showed there are 13 data of warning type. An example of warning type of directive speech act is as follows:

1. Lecturer: If you never give any feedback, you know that will not complete if learning speaking
2. Lecturer: Okay everyone, Time is up

The lecturer asked students give any feedback for their friend performances, If the students never try, they will not never know as long as so far, their ability to identification and their speaking.

The research finding related to the theory because the researcher wants to know what types lecturer speech act is mostly used in the teaching and learning process. Yule's theory is support in this research because all forms of directive speech acts can be found in

speaking classroom interaction during teaching and learning process. According to the research results, Request have been the most dominant performed by the lecturer. In contrast, Searle says in Mey (1994, p. 131) that “directive actions are used by the speaker to make the listeners do something” in this case the lecturer did Request to ask student more active and exercise their speaking ability. It is possible to conclude that the lecturer continues the lecturer continues to perform as the main important role in the classroom. In addition, the lecture intended to employ directive speech act to conduct behavior activity. When a speaker (lecturer) performs an act, the lecturer is attempting to command, request, or convey something (Yule, 1996, p. 83).

4. Conclusion

Based on the data analysis and research findings, the research draws the following conclusion that types of directive speech acts found 89 data in speaking classroom interaction. The most types found in the speaking classroom interaction is *Request* 32 uttered by lecturer to student. The teaching and learning activities in English speaking class are based on lecturer-centered learning. The frequency of lecturer requests in speaking class interactions is very reasonable because in speaking class it needs a lot of participation to achieve the goals of the speaking class itself. Sometimes students are not confident when they ask to express their opinion, so the lecturer, as a facilitator, must applied an effective way to make students ready for the activity and do not expect the teacher's expectations. Where the expectations are minimal, students should try it. By using directive speech acts, lecturers find it easier to instruct students, especially requests in class activities, where this expression will be more appropriate, polite and can be conveyed by students. Lecturer want students to be more motivated and confident during the speaking learning process. Lecture are intended to help students not only become more active but also more critical and improve their speaking skills. Students should be given more opportunities to practice the target language so that they are not only able to be listener and understand about the material but also to produce language. In conclusion, speaking classroom interaction at PBI Universitas Ahmad Dahlan emphasize on the lecturer center learning. More Directives the lecturer expresses, more center learning by the lecturer and this relate that the lecturer is main control of the class.

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