CHAPTER TWO

LITERATURE REVIEW

2.1   Previous Study

Studies of directive illocutionary act were done several times previously. These studies were conducted in different level of education. In university level, Hidayati, Zen, and Bast (2017) conducted their study in English linguistics classes while Siritman and Meilantina (2020) conducted their study in Education Faculty. In high school level, Prasetyo & Mulyani (2018) conducted their study in a senior high school. While all of those four previous studies were done in Indonesian context, Stephenson (2019) conducted his study in United Kingdom. These studies are shown in table below.

No.	Study	Objective	Method	Findings
1	Hidayati, Zen, & Bast (2017) Indonesia	To investigate types of directive utterance used in University Linguistics lecture	Qualitative - Observation - Notes Quantitative - Questionnaire	(1) lecturers rarely impose on their students in making them do what lecturers want them to do (2) the students are aware that they have to listen to the lecturers in order to be successful in their study.
2	Siritman & Meilantina (2020) Indonesia	To analyze the characteristic of directive in Education department lecture	Qualitative - Observation - Interview - Documentation	(1) illocutionary act of directives has a higher social status in an interaction (2) the use of directive is strictly related to the speaker's context (3) directive is used to make the class interactive

3	Prasetyo & Mulyani (2018) Indonesia	To analyze types of directive used by senior high school teachers	Qualitative - Observation	the use of directive illocutionary act can show teachers' (1) subject mastery, (2) deliver mastery, and (3) interactive mastery
4	Stephenson (2019) United Kingdom	To examine how directives are used by University students in discussion	Qualitative - Audio Video Recording	(1) the relative deontic strength of a directive can be mitigated via a speaker's design turn (2) directive with low entitlement tend to be accepted (3) directive with high entitlement tend to be rejected

Table 1.1 Previous Study

Hidayati, Zenv, and Bast (2017) conducted their study in the level of university. The lectures they observed were Cultural Studies, Semiotics, Journalism, Trends and Issues in Linguistics, English Social and Literary Theory, Gender and Literature, Thesis Proposal Seminar, Translation II, Topics in Linguistics, Sociolinguistics, Editing, and Advanced Drama. The concept they were using in this study was taken from directive speech act by Austin (1962) and Searle (1979). The data of their study was obtained by asking the students to take notes on what their lecturers asked them to do. The approach they used in this research were Qualitative and Quantitative. They observed the lectures and then used numerical data to count which types of directive mostly used by lecturers and then explain those numerical data descriptively by referring the sample of data. Their study proved that their lecturer(s) mostly implements imperative directive utterance in

their class followed by Suggestion and Interrogative (Request) with Negative directive as the less used one.

Siritman and Meilantina (2020) conducted their study in a University. The faculty they chose was Education faculty. The concept used in this study was taken from Austin (1962) who divided speech act into: (1) locutionary act, (2) illocutionary act, and (3) perlocutionary act. Their study is based on Spradley's theory that involved (1) observation, (2) recording, (3) interview, (4) transcription, and (5) documentation or field notes. Their study proved that illocutionary speech act of directives has a higher social status in an interaction, the use of directive was strictly related to the speaker's context, directive is used to make the class interactive.

Prasetyo and Mulyani (2018) conducted their study in the level of high school. The directive speech act concept they employed in their study was taken from Yule (2014). Their study employed qualitative approach as it was used to analyze a phenomenon. In gathering the data, they observed the class while recording the learning process in form of audio video recording. After that, they made them into transcriptions. Their study proved that the use of directive speech act can show the teacher mastery in three different skills: subject mastery, delivery mastery, and interactive mastery.

Stephenson (2019) conducted his study in one of university in United Kingdom. He employed directive speech act concept from Stevanovic (2013). The focus of his study was directive used between students. The approach used in this research was

qualitative approach. The data is taken from a L2 speaking tests video which was transcribed later on. The data was analyzed through conversation analysis concept by Schegloff (2007) and Ten Have (2007). The analysis found that the relative deontic strength of a directive can be mitigated via a speaker's design turn, directive with low entitlement tend to be accepted, and directive with high entitlement tend to be rejected.

In these four previous studies, it could be summarized that directive speech act had been discussed widely. Some of them focused on one particular subject, while the rest could be discussing a much broader topic. Hidayati, Zenv, and Bast (2017) focused their study in linguistics lectures, while Siritman and Meilantina (2020) focused theirs in education lectures. Prasetyo and Mulyani (2018) conducted their study in more basic education level. Those three studies observed the teacher's utterance while Stephenson (2019) focused between students and students' conversation. In this research, the writer will focus on a part of speech act which is illocutionary act which focus is on the speaker.

2.2   Pragmatics

Pragmatics is one of many branches of linguistics. Yule (1996) defined pragmatics as a concern with the study of meaning as communicated by a speaker or writer and interpreted by a listener or reader. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the

speaker's intended meaning. In other words, in pragmatics, the meaning of an expression can be different depending on the context when or where the expression is being used. In short, pragmatics is a study about meaning which is influenced by context (Yule, 1996; Cutting, 2002; Grundy, 2000).

Pragmatics in this study is discussing facts about speaker's intention in uttering a speech act. Moreover, Kreidler (1998) asserted that the main focus of pragmatics is a person's ability to get meanings from specific situations, to recognize what a speaker is referring to, to relate new information to what has gone before, to interpret what is being said from background knowledge about the speaker and the topic, and to infer information that the speaker takes for granted and does not bother to say.

2.3   Context

Context refers to factors outside the words and sentence that influence a meaning. Those factors that influence the meaning of something involve the knowledge of the physical world, social and psychological factor, as well as the knowledge of time and place (Yule, 1996; Cutting, 2002). Context is used to comprehend something beyond one sentence. People will need understand what and why. In this case, when a person is trying to say something, the meaning of the sentence can be ambiguous if context is not involved. Context narrows down the possibility of ambiguity which means that misunderstand may be avoided. Imagine, two persons just make an acquittance. They both have different references and hobbies. One of them likes football and the other one prefers volleyball. If one talks about football

and its very complex rules, then, the other person who prefers volleyball may not understand any of them at all since both football and volleyball have different rules. This is why knowledge is needed to understand the context. Time and place are also important in order to know context. People from two different generation might not be able to relate to each other, moreover, if they both come from different place. An old man in his 80s from might not understand what young people in their 20s are talking in their conversation.

Example:

Teacher: "Who did not do **it** at all?"
Students: (Students who did not work at all point fingers)

Source: Prasetyo & Mulyani, 2018

The situation in this example is unclear unless the context is put to make the reader understand. The utterance by the teacher indicates something that should had been done by the students, but it is unknown what *it* that the teacher said refers to. However, if it is known that *it* here refers to their assignment then, it can be concluded that the teacher gave assignments to students at previous meetings and the teacher asks the students whether the assignments previously given have been done or not yet.

2.4 Speech Act

The Speech Act Theory was firstly proposed by Austin proposed in 1950s which was further elaborated and developed by other linguists such as Searle, Grice, and Levinson. The further elaboration of speech act made people knew a new study of utterance from different perspective which gradually became common among people. Speech act is an act to suggest a change the hearer's state (Grice, 1975;

Austin, 1979). Speech act is a speech as well as an act. When someone in authority utter something, it may change someone else's state. Further, Austin divides his linguistic act into three different categories. They are: (1) Locutionary act – This is the act of saying something. It has a meaning and it creates an understandable utterly to convey or express. (2) Illocutionary act - It is performed as an act of saying something or as an act of opposed to saying something. The illocutionary utterance has a certain force of it. It well well-versed with certain tones, attitudes, feelings, or emotions. There will be an intention of the speaker or others in illocutionary utterance. It is often used as a tone of warning in day today life. (3) Perlocutionary act - It normally creates a sense of consequential effects on the audiences. The effects may be in the form of thoughts, imaginations, feelings or emotions. The effect upon the addressee is the main characteristic of perlocutionary utterances.

According to Austin's theory, when someone says something, it has three kinds of meaning. The first is locutionary meaning which is the literal meaning of what is said. For example, "It's hot in here" means that the speaker feels that the room is hot without further asking someone else to open the window. The second is illocutionary meaning which is meaning with different meaning. It has social function when said. For example, "It's hot in here" could be an indirect request for someone to open the window because it will make the room cooler or an indirect refusal to close the window because it will make the room hotter. The third is perlocutionary meaning which refers to the effect of what is said "It's hot in here" could result in someone opening the windows. In those examples, speech act is done as an attempt at doing something purely by speaking. Moreover, with speech acts

we can do many purposes such as make a promise, plans, ask a question, order or request somebody to do something, give advice and suggestion, make a threat, give commands (Santoso, Tuckyta, Sujatna, & Mahdi, 2014).

In speech, speakers not only say something, but also do something. This refers to the opinion expressed by Austin that "in which to say something is something that we do something we also do something." According to Kreidler (1998) Illocutionary Speech act is divided into seven kinds: Assertive, Performative, Verdictive, Expressive, Directive, Commissive, and Phatic. In this research, the main discussion is about directive illocutionary act.

2.5   Directive Illocutionary Act

Directive refers to an act in which the speaker tries to get the addressee to perform some act or forbid he/she from performing a certain act (Kreidler, 1998). Directive is divided into three based on the authority the speaker holds or based on what purpose of a direction being given. Those three forms of directive are command, request, and suggestion.

2.5.1   Command

Command refers to the use of directive which is using action verb in form of a declarative sentence. A command is effectively done by someone in higher social standing or those who hold authority over the addressee. It can be formed declaratively to maintain a distance or to express seriousness. Command is formed

in a sentence with verbs with intention to make the hearer comply. The words used in command are formed with verbs such as *read, describe, tell, share,* etc. It can also be formed imperatively to soften the utterance by adding *please* into the sentence (Lado, 1986). In the case of lecture, this act is done to get the students to something, responding, or acting exactly as what their lecturers want (Azizah, Suparno, & Supriyadi, 2020).

Example of command that is formed with *fill*:

Lecturer: "Who have finished may **fill in the table on the blackboard**." (Declarative)
                                                                                    source: Azizah et al 2020

The first utterance occurs in the main activity when the teacher wants to know students' understanding after she explained the material about present progressive tense. By producing the first utterance, the teacher asks the students to write their answer by filling in the table that have been created by teacher on the blackboard.

Example of command that is formed with *read*:

(2) Lecturer: "Okay you **read together** the sentence, **please**." (Imperative)
                                                                                    source: Azizah et al 2020

The second utterance indicates that the teacher is trying to get the students to read the sentence together. It is done as only a few students read the sentence aloud while the others are still silent. Thus, the teacher says, "read together" to emphasize her command. Besides, the teacher uses various versions of the directive to show specific communicative functions. The teacher uses declarative form in the first utterance to perform a clear statement of wish or desire to her students in order to fill in the table on the board. Hence, the second utterance shows a command and state politeness by the use of the word please.

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2.5.2   Request

A request is done by someone who is not in higher social standing or authority over the addressee (Kreidler, 1998). Interrogative mode can be used to form a request (Yule, 1996). Also, by adding imperative *please*, it may soften the request made by the speaker (Lado, 1986). In making a request, the modal (*can, will*, and *may*) are commonly used and followed by verbs such as *make, give, take*, etc. with intention to get the things done by the one who is requested. In the case of lecture, a request in made in order not to take control over the students. This means the speaker or the lecturer has given some freedom to his or her students (Azizah, Suparno, & Supriyadi, 2020).

Example with modal *can* and followed by verbs:

(1) Lecturer   : "Can you give another example?"
(2) Lecturer   : "Can you make the sentence?"

source: Azizah et al 2020

In this example, the modal *can* is used to convey ability, opportunity, a request, to grant permission, to show possibility or impossibility. People are willing to apply can and could to make a request where could sounds softer than can. They regularly use can or could to ask another person to do things politely.

(3) Lecturer   : "Will be a volunteer or I will appoint you?"
    Students   : "Volunteer"

source: Azizah et al 2020

The example above shows the directive act of request. The function form *will* indicate the auxiliary verb in the future simple tense and can be used to cause a request someone to do something. People generally set up an interrogative form of

will to make requests or respectful offers. Besides, utterance number three (3) presents that the teacher attempts to get the student answer about what they have done in their worksheet by giving a solicitation or petition.

2.5.3 Suggestion

Suggestion refers to an act in which the speaker directs the addressee to do some act based on his or her opinion in order to perform a better performance (Kreidler, 1998). Suggestion can be formed in form of question (Interrogatively) or statement (Declaratively) (Yule, 1996). It can also be formed imperatively to soften the utterance by adding *please* into the sentence (Lado, 1986). However, in teaching, most of suggestions example are formed in conditional *if* sentence to express a possibility that the hearer might improve their performance if the suggestion is followed. In learning process, this directive is done as an opening to give evaluation to students' performance (Azizah, Suparno, & Supriyadi, 2020).

Example:

(1) Lecturer   : "If you have any question or you are doubtful about this you can ask me."
                                                                                source: Azizah et al 2020

This utterance indicates that the teacher offers a question-and-answer room for students who have difficulties or problems about understanding the material taught in the classroom. It relates to the teacher's advice and reflects teacher's expressing opinion. Then, the teacher allows students to do her opinion or ignore it.

Example:

(2) Lecturer   : "If you pay attention, it is not difficult is it? Unless I ask you to read but you are talking with your friends. Because you don't pay attention to me, so you don't connect and it becomes difficult."

source: Azizah et al 2020

This utterance belongs to the teacher's concern in giving students advice by telling cause and effect illustration to students' difficulties in comprehending the lesson being taught. Here, the teacher emphasizes suggestions explicitly so the students can grasp what the teacher said without ambiguity.

Example:

(3) Lecturer   : "Okay, this is for exercise and do it at home. If you already understand the material then do the task so that you still remember."

source: Azizah et al 2020

Meanwhile, the data number (3) occurs when the teacher ended the class. The teacher asks the students to do some exercises at home. She suggests that the task should be done as a reinforcement for students to fully comprehend the material that has been learned and points out the idiom of practice makes perfect.