ABSTRACT

Lecturer's Directive Illocutionary Act in English Literature Lecture

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Lecturer's capability in giving direction helped the students to achieve more insight in their study. However, in some cases, lecturers were not able to direct the students. Thus, they might fail in both achieving the objective of a lecture and managing the students to do the right task properly. It was why the lecturers have to have capability to perform directive illocutionary act. The objective of this study was to investigate the types and implementation of directive illocutionary act used by the lecturers in English literature lectures in the Indonesian University context.

Austin's theory of speech act (1979) and Kreidler's concept of directive illocutionary act (1998) were used in this study. This study employed a qualitative approach while the data were collected through library research; transcriptions of two English literature lectures consisting of literary criticism and drama by two selected lecturers. The data were analyzed through five steps which were building database, open-coding, focused-coding, emergent themes, and presenting the findings.

The results of this study revealed that the lecturers employed all types of directive illocutionary act which were command, request, and suggestion. They made command utterances in sentences that contain verbs such as 'read', 'raise', 'tell', 'give', 'share', 'listen', 'refresh', 'explain', 'come on.' There were also some cases in which the lecturers did not utter any verb to make a command. Here, they employed a pragmatic approach to make the command. Although the lecturers did not utter any verb, the students understood the meaning of the utterance by relating the context and the command utterance. It was proven from the students' response toward the utterance. Requests were uttered in declarative and interrogative sentences. The declarative request was formed with the verb 'respond'. Interrogative requests were formed in questions with auxiliary 'can' and followed by verbs such as 'share', 'read', 'have', 'give', 'describe', 'move'. Lecturers' suggestions were formed in declarative and imperative sentences with modal, comparative sentence, and conditional sentence. Those instructions were made in order to confirm the students understanding towards the material, to improve the students understanding in lectures, to give them opportunity to speak their thoughts, to engage them and keep them engaged in the discussion, to appreciate the students' effort in learning, to give them more freedom in answering questions, and to check whether the students keep following the lecture activity. This study suggested that lecturers should be aware and understand about types of directive illocutionary act and how to manifest it during lectures to promote interactive lecture and learning.

Keywords: directive illocutionary act, lecturers, literature lectures