

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

There have been numerous earlier studies of the directive illocutionary act. These studies were carried out at the English academic and non-academic levels. Prasetyo & Mulyani, (2018); Rahim, (2022); Yanti et al., (2021) conducted their research at the high school level in a senior high school in an Indonesian setting. Rayhana, (2020) investigate her study in a course for junior high school in Indonesia while Stephenson, (2019) carried out his research in the United Kingdom. The table below displays these studies.

Table 2.1 Previous Studies

No	Study	Objective	Method	Findings
1.	Stephenson, (2019) United Kingdom	To investigate how university students use directives utterances in conversation	Qualitative Audio Video Recording	(1) A speaker's design turn can reduce the relative deontic strength of a directive (2) Low entitlement directives are frequently accepted (3) High entitlement directives are frequently denied
2.	Prasetyo & Mulyani, (2018) Indonesia	To examine the different types of directives of senior high school instructors employ	Qualitative Observation	The employment of a directive illocutionary act can demonstrate a teacher's (1) subject mastery, (2) delivery mastery, and (3) interaction mastery.
3.	Yanti et al., (2021) Indonesia	To investigate the varieties of speech acts used by EFL instructors in dialogue with	Descriptive- Qualitative Research Audio Recording	The teacher engaged in four speech acts: directive, representative, expressive, and commissive.

		students at senior high school		Directive speech acts as the dominant one, taking over 70% of the utterances. The second dominant classification is representative speech act for 20%. The next one is expressive with only 8% and commissive has a small portion only 3%.
4.	Rahim, (2022) Indonesia	To analyze the use of directive speech acts by teachers in the context of teaching and educational activities in senior high school	Qualitative-Descriptive Purposive Sampling	(1) Command, with seven types and three functions. (2) Request, with five types and three functions. (3) Suggestion, with six types and two functions.
5.	Rayhana, (2020) Indonesia	To classify the types of directive speech act in teacher and identify the response from students in the course for junior high school	Descriptive Qualitative Research Audio Video Recording	(1) There are one hundred ninety-seven tutor utterances; 95 as commands, 66 as requests, 13 as suggestions, 11 as invitations, and 11 as warnings. (2) One hundred seventy-seven are the total preferred responses and 19 dispreferred responses.

The first research was conducted by Stephenson (2019). He completed his study at a UK institution and implemented Stevanovic's (2013) directive speech act idea. His research focused on the utilization of directives between pupils. A qualitative methodology was applied, and the information was gathered from a video of L2 speaking assessments converted to text. The data was analyzed

through the 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, directives with low entitlement tend to be accepted, and directives with high entitlement tend to be rejected.

The second previous study was conducted by Prasetyo & Mulyani (2018). They conducted their research at the high school level. They borrowed the concept of Yule, (1996) to direct speech acts for their investigation and identify a teacher's mastery of the following three skills: subject expertise, delivery expertise, and interaction expertise. In order to evaluate a phenomenon, their study used a qualitative approach. They observed the class while making audio-video recordings of the learning process to collect the data. They then turned them into transcriptions and analyzed the transcript. The findings of their research are the subject mastery, the deliver mastery and the last one is the interaction mastery in the directive speech acts context.

The third previous study was conducted by Yanti et al. (2021). They used their study at a senior high school. They used the Searle, (2010) theory to analyze the utterance of EFL teachers teaching and learning in senior high school in Mataram. They used the qualitative-descriptive method to analyze the data and find that directive utterance is the most frequently used in the classroom and commissive is the least frequently used on it.

The other related study was conducted by Rahim (2022). He uses teachers' utterances in XII class at a senior high school in senior high school in Bonerate Makassar. He used the qualitative-descriptive method, and the data was taken

from the class and then classified with (1) directive speech form, (2) speech marker, (3) context marker, (4) pragmatic power implicature, and (5) directive speech type.

Rayhana (2020) is the last previous study. Her thesis was conducted in a course for junior high school students. This study used a descriptive method, and there are several utterances that the writer analyzed. She used tutors' and students' utterances to be analyzed. She classified the directive speech acts from tutors and preferred or dispreferred utterances from students during teaching learning to response tutor.

It is possible to conclude from these four earlier types of research from Indonesia and one from the UK that directive speech acts have been extensively examined. Stephenson, (2019) used the University level in the UK to analyze teachers' and students' utterances of directive illocutionary acts. Prasetyo & Mulyani, (2018); Yanti, et al., (2021); Rahim, (2022) Conducted their research at the senior high school level and analyzed teacher directive illocutionary acts. The thesis was conducted by Rayhana, (2020) using a course at the junior high school level and analyzed teachers' and students' utterances.

Based on the previous studies above, they conducted the study at the educational level. Even though there is one study that uses a course, she still researched junior high school students. The writer conducted the research in an intermediate-level at a course and analyze teachers' directive illocutionary acts with the Kreidler, (2013) concept.

2.2 Pragmatics

One of the various subfields of linguistics is pragmatics. According to Gulö & Nainggolan, (2021), the word pragmatics is one of those words that bring up ideas of highly skilled and technical conversation. Besides of that, based on the theory of Yule, (1996), pragmatics is the study of meaning as it is conveyed by a speaker or writer and understood by a listener or reader. Therefore, pragmatics studies how context affects meaning. Interpretation from individuals' mean in a specific situation and how the context affects what is said are necessary for this study. This method also unavoidably examines how listeners can extrapolate meaning from what is said to determine the speaker's meaning. Pragmatics deals with aspects of the meaning of a word that cannot be explained by an easy reference to the truth condition of the utterances (Puspita, 2021). Consequently, depending on the situation or setting in which an expression is employed. It may have a varied meaning in pragmatics.

Several factors that influence the meaning of an utterance or sentence are called as context. Based on Yule, (1996), some of these factors are meaning in knowledge in the physical world, social and psychological factors, and knowledge at a particular time and place. The context will make more specific utterances or sentences. It will help the hearer to understand what and why the speaker says. There is a case of two people with different knowledge in society. The speaker says about a ball; however, there are many kinds of a ball. Context plays a role here. If they are playing ball on a beach, it means the ball is volleyball. Even though they come from different backgrounds, a place and time can be defined. That is why context affects meanings. To make it clear, below is an example of it.

Example:

Teacher: How about this? (Pointing to a picture)

Student: The weather is hot

(Rayhana, 2020)

The situation here is a matter of understanding the utterance, so the context is put there to clarify it. The reader is not able to understand the meaning of "this" if there is no context. The context explains that "this" refers to a picture the teacher pointed out. Because of that, the student answered with the utterance above.

2.3 Speech Act

A speech act is both a speech and an act. Someone else's state may alter when a person in power says anything. Understanding how language is used for purposes other than informational communication requires knowledge of speech acts. Speech acts also provide insight into how interactions between speakers and listeners, context, and intention affect communication. According to (Austin, 1975), there are three kinds of speech acts. As follows: (1) Locutionary act is the act of speaking. It is intended to transmit or express something and has a meaning. (2) Illocutionary act is committed to express something or to prevent someone from saying anything. The illocutionary utterance carries some weight. It usually uses particular tones, attitudes, sentiments, or emotions. Illocutionary speech always contains the speakers' or listeners' intended meaning. In everyday life, it is frequently used as a tone of caution. (3) Perlocutionary act - It typically gives audiences a sense of what will happen next. The results could manifest as ideas, fantasies, emotions, or

sentiments. The primary quality of perlocutionary statements is their impact on the recipient. Speakers in speeches not only say things but also take action. Assertive, performative, verdictive, expressive, directive, commissive, and phatic are the seven categories of illocutionary speech acts based on Kreidler, (2013). The directive illocutionary act is the main topic of discussion in this study.

According to Austin, (1975) idea, there are three different meanings that might be derived from a statement. The first is the literal meaning of what is spoken, or locutionary meaning. For instance, saying "It's hot in here" simply conveys the speaker's perception of the temperature in the space without requesting that a window be opened. Illocutionary meaning, or meaning with a diverse meaning, is the second. When uttered, it performs a social purpose. For instance, saying, "It's hot in here," could be interpreted as either an indirect request for someone to open the window so that the room will be cooler or as an indirect denial of a request to close the window so that the room will become hotter. The third is perlocutionary meaning, which speaks to the possibility that someone would open the windows as a result of the statement "It's hot in here." In certain instances, a speech act is an attempt to do an action simply through speech. Additionally, speech acts can be used for a variety of objectives, including making promises, outlining plans, asking a question, giving instructions, ordering someone to do something, threatening someone, and issuing commands (Santoso, Tuckyta, Sujatna, & Mahdi, 2014).

2.4 Directive Illocutionary Act

A directive is when someone attempts to persuade the recipient to do something or forbids them from doing something (Kreidler, 2013). Directive illocutionary acts are a type of illocutionary act where the speaker intends to get the listener to do something. In other words, they involve attempting to influence the behavior of the listener. This can include making requests, giving orders, and offering suggestions. Based on Yanti, et al., (2021), directive is the most dominant utterances used by teacher in the class. There are three directive categories depending on the speaker's authority or the directive's goal. There are three kinds of directive illocutionary acts based on Kreidler, (2013); here is the figure

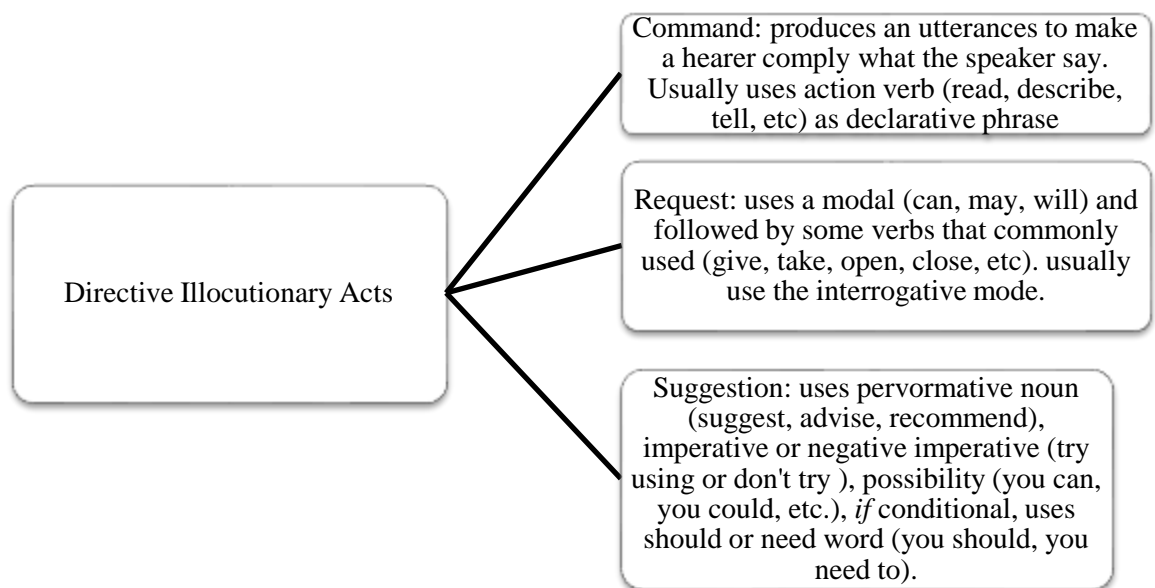


Figure 2.1 Directive Illocutionary Acts (Kreidler, 2013)

2.4.1 Command

A command instruction uses an action verb as a declarative phrase. Someone

with more social status or power over the addressee can efficiently carry out a directive. Declarative forms can be used to keep a safe distance or convey severity. Verbs are used to establish a command in a sentence to get the recipient to comply. Verbs like read, describe, tell, and share from the words used in commands (Kreidler, 2013). According to Yanti, et al., (2021), command is the most dominant utterance used by the teacher in the class, the teachers attempted to ensure that the learning process worked smoothly and effectively by delivering commands. To make it clear, these are the example below this:

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

(Suhartini & Wulansari, 2015)

In the first utterance, the verb "speak" can be identified as a command because the speaker wants a hearer to speak English. Duplicate the second utterance that shows the verb "write"; it made a command in that utterance. The speaker wants the hearer to write it down what the speaker said. The purposes of those two utterances are the same which instructs the hearer to do an act.

2.4.2 Request

Someone not in a position of more social or political authority than the addressee makes a request (Kreidler, 2013). A request can be made in interrogative mode (Yule, 1996). The teacher utilized the interrogative clause to assist students in learning the course materials (Kuswoyo, 2021). The modal verbs (can, will, and may) are frequently employed in requests, along with

verbs like "make," "give," and "take," to enlist the assistance of the person making the request. A request is made in the case of lectures so as not to exert authority on the students. To make it clear, these are the example below this:

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

(Suhartini & Wulansari, 2015)

Those utterances have some requests which are the question from the hearer (students) to the speaker (teacher). It can define those utterances in the requested category because there is an interrogative mode which is "maybe?" and "please?" then, in this context, the teacher requests a question from the students after explaining the materials.

2.4.3 Suggestion

When someone makes a suggestion, they direct the addressee to take action based on their opinion to deliver better performance (Kreidler, 2013). Suggestion usually uses performative verbs such as: a. I suggest that you... b. I advise you to... c. I recommend that you..., noun of suggestion, imperative or negative imperative such as: a. try using... b. don't try to..., interrogative forms, possibility/probability such as: a. you can... b. you could... c. you may... d. you might..., use should word, need word, and *if* conditional. Opening, body, and closing are the three main components of a teaching-learning (Kuswoyo, et al 2020; Rido, et al 2023), a suggestion commonly appears in the closing phase. To make it clear, these are the example below this:

- a. Nah (.) the people here as well, when you have a hobby, keep doing it.
- b. We still must try to keep doing something consistently okay.

(Suhartini & Wulansari, 2015)

In these two examples of suggestion type of directive illocutionary acts, a suggestion is already seen in those utterances. There are opinions from the speaker to the hearer. The first utterance said, "When you have a hobby, keep doing it" The utterance is identified as a suggestion because it is the conditional utterance and the hearer can do it or not later on because not every people have a hobby. While the second utterance suggests doing something constantly, the speaker gives the opinion to do it, but it is okay if the hearer does not want to. However, if the hearer is doing an act based on the suggestion from the speaker, the hearer will get a better performance because the speaker usually gives a positive suggestion. The second utterance also indicates as an imperative one which uses "try" inside of it.