

The Analysis of Directive Speech acts Used in English Textbook Entitled Bahasa Inggris Textbook for Senior High School Grade XI

Zulfa Nabila ^{a*}, Muhammad As'ad ^b

^aUniversitas Ma'arif Nahdlatul Ulama, Kebumen, Indonesia

^bUniversitas Muhammadiyah Gombong, Kebumen, Indonesia

zulfabella1@gmail.com^{*}

Abstract

Directive shows a strong relationship between speaker and hearer moreover in the textbook that used by the students and teacher in the teaching and learning process. This research investigated the directive speech acts used in *Bahasa Inggris* textbook for senior high school grade XI. Descriptive qualitative of document study method was implied in this research. The source of data in this research is *Bahasa Inggris* textbook for senior high school grade XI published by Indonesian Ministry of Education and Culture. Document analysis was used to collect the data. The steps are looking for the English textbook entitle *Bahasa Inggris* textbook for senior high school grade XI, then reading the textbook and analyze the directive speech acts in the English textbook. The researcher used theory of Kreidler (1998) to analyze the type of directive speech acts. In this research, the researcher applied the technique of data analysis based on Miles, et al. (2014) theories. The data were analyzed through three steps, those are data condensation, data display and conclusion drawing/verification. The result showed that 93 data of directive speech acts are found in the textbook. Command is the most frequent type of directive speech acts that appear in the textbook. The total of command is 70 data or 75,26% while request only appears three times or 3,24% in the textbook. There are 20 data or 21,50% suggestions those are used in the textbook to ask the students doing something in the teaching and learning activities. From this result, it is anticipated that teachers would be able to utilize more directing strategies to encourage students to actively think through and respond to questions from the teacher related to the textbook.

Keywords: speech acts, directive speech acts, textbook

INTRODUCTION

Language is a tool to express an idea when we communicate with others. According to A.S. Hornby, (1989) in Wardani, (2011), language is a system of sounds, words, and pattern used by human to communicate, think, and feel something. Additionally, it can be used to express our identity and imagination. It will also be beneficial for emotional release (Trihanto, et al., 2022). To communicate with others, it can be oral or written form. When people express idea they perform action from those utterances. In conveying the message, someone can also suggest other to do something which he or she wants through particular utterances (Wulansari & Suhartini, 2015). For example, when somebody said "let's go to the mall", she or he performed a suggestion. So, he or she acts something through their language or speech.

Through communication happens speech acts. Speech acts can also be said as a language act that is part of the speech event (Yani, 2017). Speech event is the process of the occurrence of linguistic interaction in a form of a speech or more which involving two parties, namely speakers and interlocutors, with a single subject of the speech, in a certain time, place and situation. When people say something will occur performing an action. This kind of action performed via utterances is called a speech acts. Waljinah (2019) stated that speech acts is a symptom found in a communication process in delivering or saying an intention by the speaker to the speech partner.

Studying speech acts in particular context offers deep insights into social structure and value system of the target speech community (Nabila, et al., 2021, p. 115). Speech acts is proposed by two languages philosopher called John Austin and John Searle. They divided the speech acts into three parts. Those are locution, illocution and perlocution. According to Austin (1962), what is said, the utterance, can be called the locution. What the speaker intends to communicate to the addressee is the illocution. The message that the addressee gets, his interpretation of what the speaker says, is the perlocution. If communication is successful, the illocution and the perlocution are alike or nearly alike, for instance, when the speaker said “It is hot here” the effect of the hearer will understand and do something such as open the door, open the window, turn on the AC, turn the fan, etc. among the kinds of speech acts, the role focal in communication is illocutionary act. Illocutionary act can be identified using illocutionary force.

Based on Searle in Yule (1996, p.54), the most category of illocutionary divided into five different types; a) Declaratives, the speech act that “changes the world” as a result of having been performed, b) Assertives, it is speech acts that enables the speaker to express feelings, beliefs, assertions, illustrations, and the like, c) Expressive, it expresses psychological states of the speaker or the hearer, d) Directives, it is speech acts that enables speaker to impose some action on the hearer, e) Commisives, it is speech acts that enables the speaker to commit themselves to future actions.

This research focused on the directive speech acts. Holmes said in Levinson (p.239) that directive is a linguistic utterance which is meant to ask someone to do something. Searle (1969) stated that directive is a speech acts which is frequently used in the teaching and learning program. Meanwhile according to Kreidler (2002, p. 189) said that directive utterances are ones in which the speaker attempts to persuade the listener to do something or refrain from doing something. Thus, a directive utterance has the pronoun you as actor, whether that word is actually present in the utterance or not. So, directives are those kinds of speech acts that speaker use to get someone to do something and they express what the speaker wants. In fact, the teacher usually uses directive speech acts to make their students do activities in the teaching and learning process.

There are three types of directive speech acts stated by Kreidler (2002, p.190) those are command, request and suggestion. 1) Command has function to direct a person or people with the right to be obeyed, to do something what speaker wants. A command is effective

only if the speaker has some degree of control over the actions of the addressee. For example, I'm telling you not to waste your time on that. Commands have the form *You must...* or they are imperative sentences. 2) Request means an expression of what the speaker wants the addressee to do or refrain from doing something. A request does not assume the speaker's control over the person addressed. For example, I appeal to you to help as much as you can. 3) Suggestion is the speaker's utterances to give opinions about what the addressee should or should not do. Suggestions are often wise ways of giving command. For example, we suggest you (should) pay more attention to what you are doing now.

Previous researchers have carried out studies in various contexts to analyze the varieties of directive speech acts in response to the demand for investigating the worldwide prevalent and contentious phenomena of directive speech acts. For examples are, Arani (2012) found the directive speech acts used by Iranian nursery school children which focus on the impact of context on children's linguistic choices. Fitria (2019) investigated directive speech acts in 'Koi Mil Gaya' movie. Fitriana (2013) revealed translation analysis of directive speech acts in "Eat Pray Love" novel and its translation into Indonesian. Dewi, et al. (2022) analyzed directive speech acts in marianne novel by Risa Saraswati. Then, Amin, et al (2017) done research on Arabic directive imperative speech acts used in Al-Quran.

The use of directive speech acts can be found in various aspects in our daily life including teaching and learning activities. Teaching and learning activities are normative value interaction (Armistany & Zamzani, 2019, p. 188). Directive speech acts is found in many works such as novel, film, textbook, short story, conversation, speech, and etc. The researcher wants to analyze the directive speech acts in the English textbook entitle "*Bahasa Inggris* Textbook" for senior high school grade XI which is published by Indonesian Ministry of Education and Culture. Textbook is used by the teacher to teach their students. This is related to Gilbert (2002) said that textbook is a media in the form of book which has intention as a tool for teaching and learning purpose. The researcher selected this textbook as the object because of the researcher wants to investigate the students' action were performed through language in that textbook. A textbook is crucial to the students' education. It is because the learner is proficient in English and has improved via the use of the textbooks.

The research about directive speech acts is always interesting to do, because directive shows a strong relationship between speaker and hearer moreover in the textbook that used by the students and teacher in the teaching and learning process. This research proposed solution how to conduct class activities through directive speech acts. Then, for the future researchers, teachers, students, and readers this research can be used as a reference, a comparison, and a guideline for better their understanding about speech act in particular directive speech act. Besides, none of previous research analyzed the types of directive speech acts used in English Textbook entitle *Bahasa Inggris* Textbook for senior high school grade XI published by Indonesian Ministry of Education and Culture.

METHOD

This research included descriptive qualitative of document study because this research explained the types of directive speech acts in word rather than numerical. Based on (Bogdan and Taylor, 1992) qualitative method is a research procedure that produces descriptive data form of words written or spoken word of the people that analyzed. So, the research explains the result in describing the data word by word rather than numerical.

The data are gotten from the textbook entitled “*Bahasa Inggris Textbook*” for senior high school grade XI published by Indonesian Ministry of Education and Culture. Document analysis was used to collect the data. The steps are looking for the English textbook entitle *Bahasa Inggris* textbook for senior high school grade XI, then reading the textbook and analyze the data. Data from written documents that support the research were collected using the document analysis method (Arikunto, 2006). The researcher analyzed the kinds of directive speech acts according to the Kreidler (2002) theory. He divided into three categories such as command, request and suggestion.

In this research, the researcher applied the technique of data analysis based on Miles, et al. (2014) theories. The data were analyzed through three steps, those are data condensation, data display and conclusion drawing/verification. The process of analyzing qualitative data is carried out in depth and continuously until it is complete so that the research results presented are valid. At the data condensation step the researcher carries out the process of selecting, focusing, simplifying, abstracting, and transforming the data (Miles, et al., 2014, p.14). Then at the data display step the researcher display the data information organized that allows conclusion drawing. The last step is conclusion drawing or verification from the analysis that has done and checked again based on the evidence that gotten from the textbook.

FINDINGS AND DISCUSSION

Learning resources like textbooks are frequently used to facilitate students in the learning process. A textbook has important role for the students. It is because the students know their English material and improve their knowledge by using that book. Since textbooks are crucial to the success of learning, it is necessary to look at and pay attention to the textbooks. The language used should be understandable so that the reader easily to catch the purpose of the sentence existed in the textbook. *Bahasa Inggris* textbook was chosen by the researcher as the object of the research because she wants to look into how the language in the textbook was used by the students to carry out their acts. After the researcher analyzed the data, she found the directive speech acts in the textbook.

The finding of the research is analyzed according to the theory of Kreidler (1998). According to Kreidler (1998) there are three kinds of directive speech acts. Those are command, request and suggestion. The researcher presents the research finding as follow:

Table 1. The total of directive speech acts appears in the textbook.

No	Type of Directive speech acts	Total	Percent
1	Command	70	75,26%
2	Request	3	3,24%
3	Suggestion	20	21,50%
		93	100%

From the table above, the researcher found that there are 93 data of directive speech acts in the “*Bahasa Inggris Textbook*” for senior high school grade XI published by Indonesian Ministry of Education and Culture. The forms of directive speech acts are found in the textbook in the form of clause and sentences. Based on the analysis using Kreidler (1998) theories shows there are three types of directive speech acts, those are command, request and suggestion. Command is the most frequent type of directive speech acts that appear in the textbook. The total of command is 70 data or 75,26% while request only appears three times or 3,24% in the textbook. There are 20 data or 21,50% suggestions those are used in the textbook to ask the students doing something in the teaching and learning activities. The explanations are described as follows:

1. Command

A Command is a directive function performed by the speaker to direct a person or people with the right to be obeyed, to do something what speaker wants. A command is effective only if the speaker has some degree of control over the actions of the addressee (Kreidler, 1998, p. 190). Different levels of explicitness can be used to construct commands. A command is imperative sentence. It has the form You must.... The researcher found 70 data or 75,26% commands in *Bahasa Inggris* textbook. The example of command in the textbook such as:

With a partner, read the conversation given below.

You can find this sentence in the English textbook *Bahasa Inggris* for senior high school grade XI. This sentence means that the student must follow the instruction to read the conversation with a partner. This sentence includes directive speech acts of command.

Write down your wishes in the space given below. Share with your teacher and classmates.

Those sentences include command directive speech acts because the sentence means the student must write their wishes and share the result to their friend and teacher. So, they should do that.

There are some grammatical errors in the sentences given below. Circle the mistakes in the sentences.

The sentence means instruction to the students to do it. Students must identify and circle the mistake sentences because there are some grammatical errors happen. From the sentence above we can conclude that is a command directive speech acts.

Rewrite the sentence

The bold statement belongs to command because the writer of *Bahasa Inggris* textbook for senior high school grade XI commands the students to rewrite the correct sentence after they are analyzing the sentence.

Respond to suggestions and offers given below

From the sentence above we can conclude that is a command because the sentence means that commands the students to respond or answer the questions related to suggestion and offers material such as *why don't you join us for lunch?*. The students have to answer it.

Find examples of suggestions and offer in the story "The Enchanted Fish"

From the sentence above we can conclude that is a command because the teacher and or textbook command the students to find an example of suggestions and offer in the story "The Enchanted Fish".

Complete the transactional conversations based on suggest and offer given below.

This sentence refers to the students' activity. The instruction is the student must complete the transactional conversation based on suggesting and offer material given by the textbook. From the sentence above we can conclude that is a command directive speech acts.

Complete these statements.

This sentence means that the writer gives instruction the students to complete the statement in the textbook. So, this sentence included command directive speech acts.

2. Request

A request is an expression of what the speaker wants the addressee to do or refrain from doing. A request does not assume the speaker's control over the person addressed (Kreidler, 1998, pp. 190-191). The researcher found request directive speech acts only 3 data or 3,24% in the textbook. Here are the examples:

Can you narrate the story from his point of view?

From this sentence the writer requests the students to narrate the story that has read by the students based on point of view the character on the story. Students can express their idea. So, this sentence includes request directive speech acts.

If you get three wishes from a magical creature, what will you wish for?

This sentence means the writer of the textbook ask the reader or student to imagine what their wishes in the future, the writer also request the student to mention it. So, this sentence is directive speech acts of request.

During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

The sentence means that the writer asks the students to share their thoughts and knowledge of the material with their teacher and peers during the class discussion. In this situation the writer does not control over them. So, this sentence included request directive speech acts.

3. Suggestion

Based on Kreidler (1998) suggestions are the utterances we make to other persons to give our opinions as to what they should or should not do. There are 20 data or 21,50% suggestions in the textbook. below are some examples of suggestion:

Let's take a look at sentence structure to suggest something

The bold statement above includes a suggestion directive speech acts because the writer used the sentence to suggest the students looking at the examples of sentence structure how to suggest something. So, the students will easy to understand how to suggest something

Let's take a look at sentence structure to offer something

The bold sentence above belongs to suggestion because the writer suggests the students to see the examples of sentence how to offer something. The writer of textbook gives suggestion to help students in better understanding how to offer something so the students are able to apply in their daily life.

Let's practice

The bold sentence above is a suggestion because the teachers suggest the students to practice some exercises in order to know their capability in understanding the material about suggestion and offering something. The students are better doing practice because practice improves students' ability and reaches the goal in the teaching and learning process

Use the thinking technique "THINK PAIR SHARE" to offer and suggest a solution to the problem given below.

The sentence above is a suggestion directive speech acts because the writer suggests the students to use a technique that is called "***THINK PAIR SHARE***". This technique can help students to think about the suggestions and offers material so that they can solve the problem, then they discuss in pair about the best suggestions and offers. Then share the outcome of students' discussion by acting it out in front of the class. So, they can learn easier.

Let's create

The sentence above is a suggestion directive speech acts because the language means that suggests the students to create and contribute something in teaching and learning process in order to enhance their experience related to the material.

The analysis of directive speech acts used in English textbook entitled *Bahasa Inggris* textbook for senior high school grade XI give the examples to the readers types of directive speech acts that used in the teaching and learning process so that the class will run well. Arani (2012) found the directive speech acts used by Iranian nursery school children which focus on the impact of context on children's linguistic choices, they used declarative frequently meanwhile this research imperative sentence is used frequently. This research contributes to the linguistics theory especially in directive speech acts. Then, for the future researchers, teachers, students, and readers this research can be used as a reference, a comparison, and a guideline for better their understanding about speech act in particular directive speech act.

CONCLUSION

The result of the research can be concluded that 93 data directive speech acts are found in the *Bahasa Inggris* textbook for senior high school grade XI published by Indonesian Ministry of Education and Culture. Command is the most frequent type of directive speech acts that appear in the textbook. The total is 70 data or 75,26% while request only appears three times or 3,24% in the textbook. There are 20 data or 21,50% suggestions those are used in the textbook to ask the students doing something in the teaching and learning activities. It means the writer of the textbook prefer using command speech acts in order to students do the activities and the instruction in the teaching and learning process. Then, with the results of this research, it is anticipated that teachers would be able to utilize more directing strategies to encourage students to actively think through and respond to questions from the teacher.

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