

# The Analysis Of Directive Speech Acts Used In The English Textbook “Pathway To English” For Senior High School Grade X

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## ABSTRACT

*Communication is one way to express our minds, feelings, ideas, and emotions. There are speakers, messages or information, and listeners in communication. In giving information, we use language to make the listeners or the reader understand our information. The way someone convinces the listeners can be studied in speech act theory. So, the speech act is how to do something through word or utterance. This research aims to find out the types of directive speech acts and to find out the most frequent directive speech act used in the English textbook “Pathway to English” for senior high school grade X. The data was collected from the English textbook “Pathway to English” for senior high school grade X. This research is included in qualitative research. The result of this research showed that there are three types of directive speech act, they are command, request, and suggestion. The percentage was found highest in suggestion 82% or equals 29 suggestion.*

**Keywords:** Directive Speech Act, English Textbook “Pathway To English” For Senior High School Grade X.

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## INTRODUCTION

People use language to communicate with each other, because of that, language becomes one of the most important parts of the social environment. The speech act is one of the parts of the study of language. It is the study of what people do by saying words. In other words, speech acts are the study that deals with how to do things with words. Every word that belonged to human language represents the actual world, which means, there must be things, actions, or even characteristics in the actual world that

can be seen, or felt when you say the words. In conclusion, it can be defined as the communication of human beings.

Communication is one way to express our minds, feelings, ideas, and emotions. There are speakers, messages or information, and listeners in communication. In giving information, we use language to make the listeners or the reader understand our information. The way someone convinces the listeners can be studied in speech act theory. According to Yule (1996:47), the speech act is an action

performed via utterances. Analyzing speech act means analyzing an utterance. In producing a speech act, a speaker can influence a listener or reader.

The researcher wants to discuss the directive speech act in the English textbook “Pathway to English” for senior high school grade X. The researcher chooses this textbook as the object because the researcher wants to investigate the student's actions that were performed through language in that textbook. A textbook has an important role for the student. It is because the student knows their English material and improve their knowledge through that book. There are many types of directive speech acts that can be found in the textbook. According to Kreidler (1998, pp. 190-191) said that Directive speech acts are classified into three kinds namely commands, requests, and suggestions. Every type of directive speech act has a different purpose and function. In this research, the researcher only focuses on the directive speech act in the English textbook “Pathway to English” for senior high school grade X.

The researcher found some previous research that can support this research. One of them is “A Study of Directive Speech Acts Used by Iranian Nursery School Children: The Impact of Context on Children’s Linguistic Choices” that conducted by Arani (2012). His research

was to find out the forms and functions of directive speech acts uttered by Persian-speaking children. The results revealed that (1) the investigation of children’s directive speech acts confirms the fact that they are aware of social parameters of talk (Andersen- Slosberg,1990; Ervin, Tripp et al., 1990).

Based on the explanation above and support by some previous research, the researcher decided that the researcher wants to analyze the directive speech act in the English textbook “Pathway to English” for senior high school grade X. Based on the explanation above the researcher decided the research question of this research are as follows:

1. What is the type of directive speech act in the English textbook “Pathway to English” for senior high school grade X?
2. What is the most frequent of the directives speech act in the English textbook “Pathway to English” for senior high school grade X?

## RESEARCH METHOD

This research aims to analyze the types and the function of the directive speech act. To investigate the problem, the researcher uses the descriptive qualitative method. The object of the research is the English textbook “Pathway to English” for senior high school grade X”, while the

subject of this research is the directive speech act.

The researcher decided that this research be included in qualitative research. In this research, the researcher uses descriptive qualitative research to explore the directive speech act in the English textbook. According to Ali (1984:120) states that descriptive research is an effort to solve or to overcome a problem being faced in the present situation with the main aim to describe the certain situation objectively in the situational description. This research is descriptive in nature. The researcher applied the descriptive qualitative method of analysis, especially by following analytical procedure techniques.

Data is the result of recording the researcher, either in the form of facts or figures, Arikunto (1997, p.99). The data can be called the subject of the research. The data of this research are directive speech act in the English textbook. Meanwhile, the data source is where the data subject can be obtained (Arikunto, 1997, pp.114). The data source of this research is the English textbook "Pathway to English" for senior high school grade X". The researcher analyzes the directive speech act in the English textbook "Pathway to English" for senior high school grade X.

In this research, the researcher analyzed the negative transfer in the form

of descriptive qualitative data. The steps in analyzing data are as follows:

- a. Looking for the directive speech act in the English textbook.
- b. Classifying each type of directive speech act found in the English textbook
- c. Concluding the frequency of types the negative transfer

## FINDINGS AND DISCUSSION

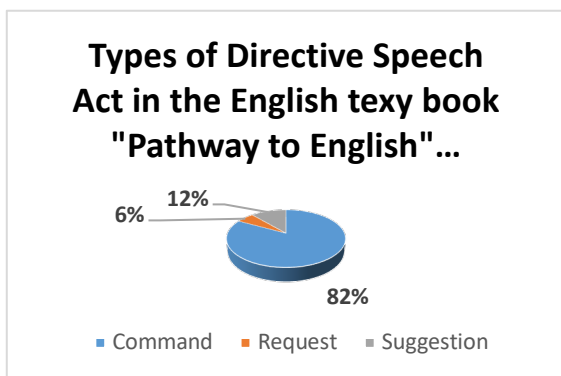
### 1. Findings

The researcher would like to describe and discuss the finding of the research in this part. From the analysis, it can be seen that there are many directive speech acts in the English textbook "Pathway to English" senior high school grade X. According to Kreidler (1998, pp. 190-191) said that Directive speech acts classify into three kinds namely commands, request, and suggestions. Every type of directive speech act has a different purpose and function. For answering the statement of the problem, the researcher found the type and the most frequent directive speech acts in the English textbook "Pathway to English" senior high school grade X. After the researcher analyzed, she found 35 sentences that were included in directive speech acts.

From that result, it can be summarized as follows;

**Table 1;** An Analysis Of Directive Speech Act

Types of Directive Speech Act	Total	%
Command	29	82%
Request	2	6%
Suggestion	4	12%
Total	35	100%



**Figure 1;** Dominant Type Of Directive Speeach Act

From the data above, the researcher concluded that the directive speech act most used in the English textbook “Pathway to English” for senior high school grade X is a command. The command speech act found 82%, while for request speech act found 6% and for suggestion 12%.

## 2. Discussion

A speech act is a sentence expressed by an individual that not only presents information but performs an action well. According to Kreidler (1998, pp. 190-191) said that Directive speech acts are classified into three kinds namely commands,

requests, and suggestions. There are many directive speech in the English textbook. After the researcher analyzed the data, she found the directive speech act in the English textbook “Pathway to English” for senior high school grade X. The example of the analysis are as follows:

### Datum 1

**Answer the question based on the recording.**

You can find this kind of sentence in the English textbook “Pathway to English” for senior high school grade X. This sentence means that the student should follow the instruction to answer the question based on the recording. It is included in the command directive speech act.

### Datum 2

**Listen and repeat**

Datum 2 is similar to datum 1 because the sentence instructs a student. Here, the students should listen and repeat the speaker. They don’t have other choices except do it. It is included in command directive speech acts.

### Datum 3

**Match the words with the pictures**

This sentence refers to the students’ activity. The instruction is the students should match words and pictures. It is

included in the directive speech act. Here, the writer of the English textbook “Pathway to English” for senior high school grade X controls the students’ activity.

#### **Datum 4**

**Which workplaces are suitable for these jobs? You can choose more than one.**

Datum 4 is different from the previous datum. In datum 4, the speaker does not assume the writer’s control over the person addressed or the students. Here, the student has choices based on their idea. So, it is included in requesting directive speech act.

#### **Datum 5**

**The following adjectives are commonly used to describe places, places, climates, etc. Can you find their meaning?**

Datum 4 and datum 5 are similar, in this sentence, the writer gives the students choices and not control over them. The student can choose adjectives based on their idea, and after that, the writer asked the students to look for the meaning of the adjectives words. So, this sentence is included in the request directive speech act.

#### **Datum 6**

**From the expression you have learned above, you can create a dialogue like this.**

This sentence means that the writer suggests the students create the dialogue

based on the expression. In the suggestion directive speech act, usually, the writer suggests to the student. So, this sentence is included in the suggestion directive speech act.

#### **Datum 7**

**Use your mobile phone to record your performance.**

Datum 7 is similar to datum 6, it suggests the students to used mobile phones to record their performance. Here, the writer gives the students suggestion. And, because of that, datum 7 is included in the suggestion directive speech act.

#### **Datum 8**

**State whether these sentences have rising or falling intonation. Then draw the intonation line.**

The sentence means that the writer suggests the student check the intonation before drawing the intonation line. The students check whether the intonation is rising or falling. Then after the students check the intonation, the writer draws the intonation line. So, this sentence is included in the suggestion directive speech act

### **CONCLUSION AND IMPLICATION**

Based on the finding and analysis of the research, it can be concluded that there are three types of directive speech act in the English textbook “Pathway to English”.

They are command, request, and suggestion. There are 29 (82%) directive speech acts that are included in the command, 2 (6%) directive speech acts, and 4 (12%) directive speech acts that are included in suggestion. So, the most frequent directive speech act used in the English book "Pathway to English" for senior high school grade X is a command. The used directive speech act for this type is 82%.

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