

Pragmatic Analysis of Directive Speech Acts in English Learning Book

Nurul Hidayah^{1*}, Hayat Marwan Ohorella², Salsabila Putri Ramadhani Saeni³, Lilik Yulianingsih⁴

^{1,2,3}Universitas Muhammadiyah Sorong, Indonesia

⁴Politeknik Pelayaran Sorong, Indonesia

*Corresponding author's E-mail: nurulhdyh185@gmail.com

Abstract

This research aims to analyze the forms and function of Directive Speech Acts in English Learning Book for third grade senior high school. This type of research is Qualitative Research. The object of this research is English Learning Book For 3th Grade Senior High School (Textbook) written by Bachtiar Bima M., E. Nirmala Kusumaning Ayu and Susiningsih published by Intan Pariwara in 2021. This research was conducted over a period of 9 months from April to December to analyze the data and complete it. Data collection techniques are reading the instructions Learning Book, making notes and marking elements and analysis. Data analysis techniques in this research is descriptive qualitative. The results showed that there are 3 forms of directive speech acts contained in each instruction in English Learning Book, namely, Command, Advice and Request. This is show by the total appearance of the speech function in each instruction in English Learning Book, namely Command (164 data), Advice (13 data), and Request (1 data). Through the analysis, the researcher found that the most commonly used in English Learning Book for 3th grade senior high school is "Command" with a commanding function which has a total of 164 data, where students are required to immediately work on every activity or problem in the book. That the activities in this book require students to carry out them according to the instructions explained in the book independently. Meanwhile, the second is commonly used is "Advice" with a suggestion function totaling of 13 data, where students should complete their assignments in groups so that students could have the opportunity to learn and solve the problems together. The last one is "Request" with a request function that only has 1 data, where students could have the opportunity to think critically and express their opinions.

Keywords: *Pragmatic; Directive; Speech Acts; Speech Function*

INTRODUCTION

Language is a tool that people use which it will allows them to communicate among each other, in addition there are also several types of language which other people use depends on their culture but the meaning and interpretation of the language itself is still the same. Language can be defined as a socially acceptable code or conventional system to deliver concepts using symbols and combinations of the desired symbols that are governed by the provisions. The versatile usage of language itself is dependent on the linguistic because linguistic allows the learner to understand its structure and components. Hence, the word used in the communication have so many forms and complex (Woretma et al. 2024)

Linguistic is a part language which cannot be separated from each other, it is arguably the most crucial part of language because it allows the language learner to understand more about the language itself by studying its linguistic component. Linguistic is the study of language, and as the study of the manifestations of human speech. In linguistic itself there are five main parts of linguistic, the first one is phonology which the study if sound, the second one is morphology which is the study of part of language, the third is syntax which about the study of language structure while the last two is semantic and pragmatic which the study of meaning (semantic) and utterance, speech act of language (pragmatic).

Pragmatic analysis is an analysis or research and linguistic research. Which has the aim of understanding and explaining or describing the use of language in terms of its content or meaning. Pragmatics is a linguistic science related to the use of language. Pragmatics is a branch of linguistics that studies the language meaning. Not to mention, in the study of pragmatic there is also a study which focus on studying the way people deliver their utterances by using an act of communicate which is speech act.

Speech act is a component of languages which mostly talks about the creation of a full language that usually require the speakers and hearers to create a complete conversation. states that directive speech acts aim to produce effects in the form of actions taken by the speech partners. This speech act aims to cause consequences through the actions of the speech partner, such as asking, forbidding, ordering, suggesting, advising. Directive speech acts are delivered not only spoken but also in written. Not to mention there are three types of speech act namely, locutionary act, illocutionary acts, and lastly perlocutionary acts. Locutionary acts are speech acts to state something. ²Illocutionary acts is an utterance in addition to functioning to say or inform something, it can also be used to do something. ³Perlocutionary act is a speech uttered by a person who often has the power of influence or effect on those who hear it. Speech acts are often found in communicating, of course, through sentences in the language spoken by the speaker.

Based on the textbook, the researcher often found instructions in the book. The instruction in the book is a meaningful speech so that the reader does something called a directive speech act. One of the factors that determine the success of the implementation of learning process is the textbook. This is according with theory of that the importance of textbooks as a determinant of learning success. Textbooks are considered as the heart of educational activities. In developing the 2013 Curriculum, the government provided student books as learning references. Changes to a country's curriculum must be followed by adjustments to the textbooks used. As stated by (Dwijayaty et al. 2024) The teachers should be able to handle class by providing the effective material through the text book.

Based on the background, the researchers conducted an analysis of the forms and functions of directive speech acts in English learning books for 3th grade senior high school in supporting English learning with the intention of the students can become a good learner and the achievement of learning objectives. The analysis was carried out on 3th grade senior high school books because this book is required for use by schools that apply the 2013 curriculum. In addition, this book is based on the 2013 curriculum which has content capable of developing four student competencies, namely attitude and spiritual competence, social attitudes, knowledge, and skills. Not to mention, the main reason why the researcher chooses this book was because this book in particular contains several factors as mention above which can be used as a tool to help the students improvise themselves not only in improving their English skill but also enrich their intellectual and psychological ability.

Therefore, the research objective is Based on the formulation of the problem that has been described, the objectives of this study are 1) To find out the forms of directive speech acts on the instructions in English Learning Book for 3th Grade Senior High School and 2)To find out the

function of directive speech acts on the instructions in English Learning Book for 3th Grade Senior High School.

METHOD

The research method used in this research is qualitative research that used to examine the condition of natural objects where the researcher is the key instrument. In this research, the researcher uses a descriptive design, descriptive analysis is a statistic used to analyze data by describing the data that has been collected. This descriptive design was chosen based on the reasons that the researcher wanted to describe the results of the analysis directive speech acts on the instructions that exist in the English learning book on 3th grade high school. In this research, the object of this research is English Learning Book for third grade senior High School. Book with the title "Buku Interaktif Bahasa Inggris". Authored by Bachtiar Bima M., E. Nirmala Kusumaning Ayu and Susiningsih. This Book Was Published by Intan Pariwara In 2021. This book is equipped with listening material that will optimize students' listening skills during the learning process. Listening material can be obtained by scanning the QR code provided in the book. The researcher chose this book because this book was compiled based on the 2013 curriculum which has content that can develop the four competencies of students, namely attitude and spiritual competence, social attitudes, knowledge and skills.

Research Instrument and Data Collecting Technique

In this research, the researcher as the main instrument in finding and obtaining the data. The researcher used pen and English Learning Book for 3rd grade Senior High School to obtain the data. The process of collecting data in research that researchers must do is a very important stage. Then it must have a technique to get accurate data. In this research, the technique used by the researcher in collecting data is Data Collection with Document Study (book). Document study is one way that qualitative researchers can do to get an overview from the point of view of the subject through a written medium and other documents written or made directly by the subject concerned. The steps taken to collecting the data in this study are as follows: 1) Reading the instructions contained in the English Learning Book For 3th Grade Senior High School. 2) Making notes and marking elements that contain descriptive speech acts in each of the instructions contained in English Learning Book For 3th Grade Senior High School.

RESULT

In this chapter, the researcher will discuss the findings of the analysis of the form and function of directive speech acts contained on the instructions in English learning book for 3th grade senior high school. Furthermore, as stated in the scope, this research data only focused on the form and function of directive speech acts on the instructions contained in English learning book for 3th grade senior high school. Data will be collected and analyzed according to the form and function of directive speech acts based on Prayitno's framework. In English learning book for 3th grade senior high school consists of 9 chapters with each chapter having approximately 15 learning materials and approximately 3 assessments. The data will only focus on the instructions contained in each learning material and assessment.

a. Command Form

First is the command form which is one of the types of directive speech act that usually works as an information provider given from the speaker to the hearer directly or indirectly. The example of the function of this form can be seen below:

Table 1. Command Form

Speaker	Hearer
<i>"Answer the questions based on what happens in the previous chapter."</i>	<i>"Does exactly what the instructions says." The line which tell us about whether or not that the used sentence is a command form can be found in the line "<u>Answer the questions</u>" the whole point of this sentence is to tell the students to do something.</i>
<i>"What is your favorite song? Write the lyric using your words."</i>	<i>"Demanding and instructing." The command form of this sentence is in the line "<u>Write the lyric</u>" The idea is to acquire an information and use it to fulfil the task.</i>

The example above shows the example of most used command speech act taken from the English textbook, command form is the most used form and the reason for that is because this book is mostly about fulfilling the instructions based on the book itself which is education. So the whole idea of using command form is to deliver a piece of instructions on a form of information with the intention to let someone to comply and finishing on what the instructions says on the speaker or the writer behalf.

b. Advice Form

The second form that the researcher found in the English textbook is advice form, the role of this form in the English textbook is to help supporting the students on further understand the concept behind the subject or a task. The examples and the functions of this form can be seen below:

Table 2. Advice Form

Speaker	Hearer
<i>"Work in pairs. Ask and answer questions based on the text in activity 12 and record it."</i>	<i>"Demanding the students to form a group that consist of 2 people and complete the given task." The advice form in this sentence can be found in the line "<u>work in pairs</u>". The speaker suggest the students to form a group which will be helpful judging on the difficulty of the task itself.</i>
<i>"Work in groups of three. Find job vacancy advertisements in a newspaper or on the internet. Each member writes an application letter suitable with the advertisement assigned to him/her. In the writing process, give feedback to each other, so eventually everybody will come up with good application letters"</i>	<i>"Demanding the students to form a group, supporting each member in a group with information about an application letter etc." The form of advice in this sentence can be found in the lines "<u>work in groups</u>" and "<u>give feedback to each other</u>". First the speaker suggest the students to form a group which will allow them to work more on a large scale and secondly the speaker request the students to help each other on doing the task which in a way it will not only help them to further understand the task</i>

	<i>and complete them but also it will help the students to Forge their relationship with a new member.</i>
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c. Request Form

The last form that the researcher found in the English textbook is a request form which only consist of 1 form. This form usually works as requirement where the speaker will try to address the hearer to do something. The example of this form can be seen below:

Table 3. Request Form

Speaker	Hearer
<i>"What words come in your mind when you hear the world money? Give your reasons or statements that support your answer"</i>	<i>"demanding an answer toward the given question" The line which shows about this form is "<u>Give your reasons or statements that support your answer</u>". The speaker request an answer to fulfil the question from the students, in this part the student will try to complete the speaker request by answer it.</i>

Although this form might sound the same like command form, the request form is about asking someone to do something in a polite manner while the command form simply demanding the hearer to do something casually. In addition, the total amount of the data about form of speech act in the English learning textbook can be see below:

Table 4. Total Number of Occurrences Form of Directive Speech Acts

No	Types of Directive Speech Acts	Occurrences
1	Command	164
2	Advice	13
3	Prohibitive	-
4	Invitation	-
5	Request	1
6	Criticism	-

Based on the classification table of the forms of directive speech acts on the instructions in English learning book for 3th grade senior high school above, the forms of directive speech acts that appear are Command, Advice and Request.

DISCUSSION

From the findings above, it can be seen that there are only three types of directive speech acts found in English learning book for 3th grade senior high school. Examples of data on the form and function of speech acts contained in this research can be seen in the following review. The first form of directive speech acts from the findings is command. According to Prayitno (2010:51) that command are a speech that means to tell the speech partner (listener or reader) to do something.

"Put a tick (√) for job descriptions related to services."

This sentence is an speech that contained on the instructions in English learning book. The speech "Put a tick" is a directive speech acts of command because the speech has the meaning of an order for students to put a tick for job descriptions related to services. The function of commanding sentences contains verbs directed so that students take the action based on the instructions immediately, namely for students to put a tick.

The second form of directive speech acts from the findings is advice. According to Prayitno (2010:51) that Advice is to states a clue that contains a good lesson from the speaker that can be used as a reason for the speech partner to do something.

"Work on groups of four. Reread the dialogs in activity 5. Compare the dialogs by completing the following table. Share your work with class."

This sentence is an speech that contained on the instructions in English learning book. It is a speech act of advice because there is a sentence containing the suggestion "Work in groups". The speech contains suggestions, so that students should complete the assignment in groups. Working in groups aims to allow students to learn and solve the problems together. The advice sentence function contains sentence that provide suggestions for students to complete their assignments in groups.

The third form of directive speech acts from the findings is request. According to Prayitno (2010: 51) states that the request are a speech that aims to request and expect the speech partner to be given something to become a reality as requested.

"What words come in your mind when you hear the world money? Give your reasons or statements that support your answer."

This sentence is a speech that contained on the instructions in English learning book. It is a speech acts of request because there is a sentence containing the requesting "Give your reasons or statements". The speech contains requesting, for students to give the reasons or statement that support their answer. With the aim that students are able to acquire ideas and be responsible for the answers presented. The request sentence function contains sentences that requesting the students to give the reasons or statements to support their answers.

Through the analysis, the researcher found that the most commonly used in the English learning book for 3th grade senior high school is "command" with a commanding function which has a total of 164 data. Where students are required to work on every activity or problem in the book immediately. That the activities in the book require students to do them according to the commands described in the book independently. While the second commonly used is "advice" with a suggesting function that amounts to 13 data. Where that students should be completed their assignment in group so the students have the opportunity to learn and solve their problems together. The last one is "request" with a requesting function which only has 1 data. Where students have the opportunity to think critically and to express their opinions.

In sum, the researcher knows that directive speech acts of the form "prohibitive", "invitation", and "criticism" are not found in this book, because this question practice book is more directed at carrying out learning activities. so that directive speech acts of "prohibitive", "invitation", and "criticism" form are not founding. this is according wit the theory by Prayitno (2010:51) that the directive speech acts the form of 'prohibitive' with the function of prohibiting, 'invitation' with the function of inviting and 'criticism' with the function of criticizing.

CONCLUSION

After analyzing the form and functions of directive speech acts on the instructions in English learning book for 3rd grade senior high school, the data analyzing indicate that the form of directive speech acts on the instructions in English learning book for 3th grade senior high school namely 164 speeches in the form of command, 13 speeches in the form of advice and 1 speech in the form of requests. Furthermore, each form has a function that are command with commanding function, advice with suggesting function and request with requesting function.

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