

## ANALYSIS OF A LECTURER'S DIRECTIVE SPEECH ACTS TO STUDENT IN ONLINE PRAGMATIC STUDIES

### Abstract

*This research aims to describe the form and function of the lecturer's directive speech actions to Class A students in the 2019 batch participating in online learning in pragmatic studies. This research employed descriptive qualitative methods of observable words said by speakers (lecturers) to speech partners (students). The data source was the lecturer's remarks to students during online learning (via zoom). The data collection techniques employed listening, note-taking, screen recording, and screenshots. The researcher discovered six types of directive speech acts including (1) a request form; (2) in the form of a lecturer's command; (3) A question; (4) a sort of prohibition; (5) An invitation in the style of Lecturer; and (6) As a demand.. Four directive speech acts functions are (1) competitive (competing) functions; (2) convivial (fun); 3) collaborative function (collaborating); and (4) conflict function (contrary) as the lecturer said: If no one answers who wants to present their work, I will remove them from the zoom room"*

**Keywords:** analysis, directed speech acts, form, function, pragmatic studies

### INTRODUCTION

The major impact of Covid-19 pandemic on education in Indonesia results to the implementation of online learning program. The program conducted as response to prioritize the healthy and safety of students, educators, education staff, families, and society during the pandemic. The implementation of online learning program requires the readiness of all stakeholders, such as the education institutions, officers, and the students themselves. Online conducted by using digital platform namely, an internet-based interactive model and a Learning Management System (LMS), WhatsApp, Google, Zoom, and others applications.

In the form of speech acts, communication and interaction should never be separated from in the using of spoken language. The reason is that speech acts are a means to communicate, interact, and distribute messages conveyed by speakers as senders and speech partners as recipients. Therefore, speech acts are a very important part. Speech acts are human actions in carrying out speech through words made by the speaker and the speaker's opponent. Speech act is a branch of pragmatics that deals with the language used to communicate (Putrayasa, 2014). Speech acts are used by anyone who uses language, namely the community. The speech acts used are not only when communicating directly but also usually through print media. Speech acts or narration are also all language and non-language components which include complete language actions, which involve participants in the conversation in the form of delivering the mandate, topic, and context of the mandate (Mustofa, 2021).

The linguistic phenomena that occur in the university environment are very diverse, one of which is directive speech acts. Directive speech acts are speech acts that express the speaker's intention in the form of ordering, ordering or advising (Akbar et al., 2021). The use of polite language is important in the world of education because the more polite language the level of speech is considered more educated (Alfiansyah et al., 2021)

Communication carried out by speakers and speech partners cannot be separated from the context of speech that underlies a conversation, including speech acts carried out by lecturers to students. Speakers express their expressions or ideas to their interlocutors with different attitudes. This allows the emergence of various speech acts when interacting lecturers with students in the form of directive speech acts such as ordering, proposing, pleading, and opposing. An element of communication that is no less important is conversation. The form of the conversation also varies. Conversations can be formed in situations where learning is taking place in online learning.

Speech acts are part of speech events in the form of uttering sentences to express an intention in a process of social interaction. In speech acts, it is more about the meaning or meaning of actions in speech, so that communication can be understood both from the speaker and the speech partner. In understanding an utterance uttered by someone, it is necessary to

pay attention to the context, because every utterance is influenced by the context that is the background of an utterance. An utterance must have a purpose and the factors behind the speaker in conveying the utterance to the speech partner and it is the context that determines the form of the speech. Speech not only serves to say or inform something, but can do something. Chaer (2010) says that speech acts are individual symptoms that are psychological in nature and continuity is determined by the speaker's language ability in dealing with certain situations. Searle (in Purnomo, 2021) also suggests that speech acts are the product or result of a sentence under certain circumstances and as the smallest unit of language communication.

Searle classifies speech acts into three, namely: locutions, illocutions, and perlocutions. Perlocutionary speech acts are further divided into 5, namely: (1) declarations are speech acts performed by speakers with the intention of creating things (status, circumstances, etc.), (2) representative, namely speech acts that bind the speaker to the truth of their words, such as stating, reporting, showing, (3) commissive is a speech act that binds the speaker to bring their referal utterance, such as their pledge and vow, (4) directive is a speech act performed by the speaker with the intention of making the listener or speech partner perform the actions mentioned in the utterance, for example ordering, begging, demanding, suggesting, and inviting. And (5) expressive, namely speech acts that are carried out with the intention that the utterance is interpreted as an evaluation of the things mentioned in the utterance, for example praising, saying, thank you, Rachmawati (2021) states that directive speech acts are the types of speech acts used by the speaker to tell someone else to do something.

In this study, researchers only focused on lecturer conversations with class A students of class 2019 in online learning of pragmatic studies. Because researchers are very interested in whether directive speech acts are applied in universities? Especially in the conversation between lecturers and students in the Class A Class A of Indonesian Language and Literature Education Study Program, FKIP Tadulako University. Most research only focuses on the education domain, namely Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). Therefore, the researcher really appreciates this research in higher education.

"Do the task you have been given! ". The speech is referred to in the directive speech which has the form of a command speech act. The purpose of the speech is that the lecturer directs students to do the tasks that have been given. Because it is one of the requirements to get a good (satisfactory) score. "The lecturer praises a written work, namely a poem made by a student", the utterance is one of the functions of a pleasant directive speech act (Konvival), namely the speaker or lecturer, intends to praise the written work made by students as in the speech.

According to Hymes (in Chaer & Agustina., 2010), speech events must meet eight components which are assembled into speaking acronyms. The eight components are as follows. a) S (Setting and Scene) setting relates to the time and place where the speech takes place, while the scene refers to the situation of place and time, or the psychological situation of the conversation. b) P (Participants) are the parties involved in the speech, namely the speaker and the listener, the greeter and the addressee, or the sender and receiver (message) who can exchange messages with each other. c) E (Ending intent and purpose) refers to the intent and purpose of the utterance. d) A (sequence of action) refers to the form and content of speech, namely the words used, how they are used, and the relationship between what is said and the topic of conversation. e) K (Key) refers to the tone, manner, and spirit in which a message is conveyed. f) I (Instrumentalies) refers to the language used, such as spoken, written via telegraph or telephone. g) N (Norm of interaction and interpretation) refers to the norms of regulation in interacting and the norms of interpretation of the interlocutor's speech. h) G (Genre) refers to the type of delivery form, such as narration, poetry, proverbs, prayers, and so on.

<sup>2</sup> This study aims to describe the form and function of the lecturer's directive speech acts to Class A students of Class 2019 in online learning of pragmatic studies. This research was carried out by identifying the forms of directive speech acts, namely: 1) request form, 2) command form, 3) question form, 4) prohibition form, 5) invitation form, 6) invitation form. In addition, the function of directive speech acts was also identified, namely: 1) competitive function (compete), 2) convivial function (fun) 3) collaborative function (cooperating), and 4) conflicting function (opposite).

## <sup>2</sup> METHOD

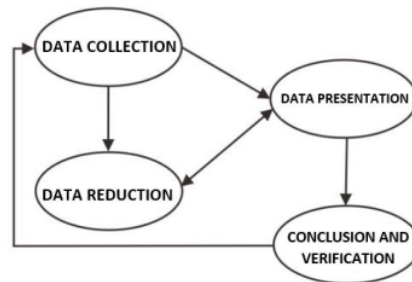
This study taken a qualitative approach, aims to describe the form and function of the lecturer's directive speech acts to Class A students of Class 2019 in online learning of pragmatic studies. This research method is descriptive qualitative method. Descriptive qualitative research is a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument of data collection techniques carried out by triangulation (Sugiyono, 2019).

<sup>21</sup> This type of research is a type of qualitative research. Qualitative research is research that makes data or sentences taken as data. This is in line with the notion of qualitative which is a research method used to examine the condition of natural objects, (because the opponent is an experiment) where the researcher is the key instrument, data collection techniques are carried out by triangulation (joined), data analysis is inductive, and research results. Qualitative research emphasizes meaning rather than generalization (Sugiyono, 2019) This study focuses on the use of directive speech acts that apply lecturer conversations to students

<sup>17</sup> The source of data in this research is the lecturer to class A students class 2019. <sup>29</sup> The data collection technique used is the technique of listening, taking notes, recording screens, and taking screenshots and notes. This research was carried out in the following ways: (1) observing the speech of speakers (lecturers), (2) doing screen recordings, (3) looking for the form and function of directive speech acts, (4) recording the form and function of the lecturer's directive speech acts to students. class A class 2019.

The instruments used in this research are data collection instruments and data analysis instruments. The data collection instrument was the researcher himself as the main instrument. Hasanah (2020) states that researchers are also human instruments, namely as the main data collection tool. Tools that can reveal field facts and there is no tool that is the most elastic and appropriate for revealing qualitative data except the researchers themselves, namely by using a tool, namely cellphones as a tool to observe the form and function of the lecturer's directive speech acts to class A students of class 2019 in learning online pragmatic studies.

The data analysis technique used to determine the results of the research on directive speech acts of lecturers to students is reducing data means summarizing, choosing the main things, focusing on the important things. The main objective of this research is the form and function of the lecturer's directive speech acts to Class A students of Class 2019 in online learning of pragmatic studies. After the data is reduced, the next step is to display the data. By presenting the data, it will make it easier to understand what happened, the data presented is in the form and function of the lecturer's directive speech acts to class A students of Class 2019 in online learning in pragmatic studies. The third step in qualitative data analysis is drawing conclusions in verifying that the initial conclusions put forward are still temporary and will change if strong, supportive evidence is not presented at an early stage, supported by valid and consistent evidence when researchers return to the field to collect data, so that the conclusions put forward are credible conclusions.



**Figure 1.** Research Flow

## RESULTS AND DISCUSSION

A directive speech act is a type of speech used by speakers to tell other people to do something. This type of speech act emphasizes more on the questions that the speaker wants. In this study, it discusses the directive speech acts of lecturers to class A students of Class 19 in online learning of pragmatic studies. Based on the problem formulation, this section describes matters relating to: 1 How is the form of the lecturer's directive speech act to Class A students of Class 2019 in online learning of pragmatic studies, 2 How is the function of the lecturer's directive speech act to Class A students of Class 2019 in online learning studies pragmatics. The results of the study found 6 forms of directive speech acts, namely: a) request form, b) command form, c) question form, d) prohibition form, e) invitation form, f) invitation form. In addition, there are also 4 functions of directive speech acts, namely: 1) competitive function (compete), 2) convivial function (fun) 3) collaborative function (cooperating), and 4) conflicting function (opposite).

In the form of a request directive speech act, Mustofa (2021) states that the request directive is an utterance that aims to ask and expect the speech partner to be given something to become a reality as requested by the speaker. The form of request shows that in uttering an utterance, the speaker asks the speech partner to do an action. The speaker expresses the desire and intention for the speech partner to take an action at the speaker's wish. The characteristics of the request form are marked by the use of the words ask, please, beg, if and hopefully. The form of the request can be seen in the following speech: such as a lecturer: "Mother asks for the microphone to be turned on" which means that the interlocutor turns on the microphone on via zoom.

According to Purnomo (2021) that directive commands are words that intend to tell the speech partner to do something. The form of the command indicates that when uttering an utterance, the speaker wants the hearer to do the deed. The speaker expresses the desire that his utterance in relation to the position above the hearer, is a sufficient reason for the hearer to act (at least part of) the speaker's wishes. The characteristics of the command form are using an exclamation point at the end of the sentence, the intonation is high/rising, using command words, for example, take it, don't, and do it. Form a command like a lecturer: "Don't turn on the microphone when you explain the material!" which means that the interlocutor does not turn on the microphone when the lecturer explains the material.

At the form of the question implies that the speaker asks the speech partner to provide certain information, based on its formal characteristics, the intonation pattern of interrogative sentences is marked with a (?) sign. Meanwhile, according to Prasetyo (2018), the question directive speech act is a question speech act which means that in pronouncing an utterance, the speaker asks the speech partner for information through questions. Another feature that marks interrogative sentences is the use of question words such as: what, where, when, why and how. The form of the question can be seen in the following speech. The question form is like a lecturer: "Where has our material arrived at today's meeting?" means to ask for the material that has been given.

According to Satria (2017) states that prohibition is a language act that aims to prevent the speech partner from doing anything at all or being prohibited from doing something. The form of prohibition is an action that shows that when uttering an expression the speaker forbids the speech partner to take action. The characteristics of the prohibition form are in the form of negative sentences beginning with the use of the words prohibited and not. The form of prohibition is like a lecturer: "It is strictly forbidden that you have the same task!" if it is found that the mother does not accept your assignment. The utterance means that students do not have the same task.

The form of invitation is a command speech by inviting the interlocutor to do something in a polite tone. The characteristics of the form of request are indicated by the use of the words please, welcome and we welcome. The form of the request is like a Lecturer: "Please turn on the camera" meaning the speaker (lecturer) invites students to turn on the camera via zoom. According to Sarwoyo (2019) states that the directive of invitation implies that the speaker invites the speech partner to do something as stated by the speaker through joint speech. The form of invitation implies that the speaker orders the interlocutor to participate in doing something as stated by the speaker. The characteristics of the invitation form are marked with the words come on, can, and let. take the form of an invitation like a lecturer: "Let's send the assignment to mom as soon as possible." The purpose of the speech is to invite students to immediately send assignments to the lecturer.

In addition, there are also 4 functions of directive speech acts, namely: 1) The competitive function (competing); 2) Convivial (pleasant) functions; 3) Collaborative function (cooperating); and (4) Conflicting (contradictory) functions.

According to Hermita (2014) the competitive function is the goal of competing with social goals. In this function, the speaker's intention is to open up competition as a social goal. Competitive functions such as lecturers: "I open an opportunity for you to ask questions that have not been understood in the explanation.", to ask a question because the speaker (lecturer) has been given the opportunity to ask. By using the sentence "mother opens the opportunity for you to ask questions that have not been understood in the explanation earlier." That is a function of being competitive.

Convivial (pleasant) functions are common goals or coincide with social goals. In this function, the illocutionary goals coincide or coincide with social goals, meaning that the existing illocutions are desired by the community and there is no conflict, such as offering, inviting, welcoming, thanking, congratulating, and greeting (Sarmis et al., 2018). In this function, the speaker's intention is in line with social goals, for example, the speaker praises. Convivial function is like a lecturer: "To group 3, your presentation today was very good, so the discussion this time went very, very well". The statement stated that the discussion they had was very good, so that it went well as a convivial function.

Collaborative function (cooperating) is the goal to ignore social goals or mediocre towards social goals (Wahyudi, 2012). In this function, the speaker's intention does not ignore social goals, for example, the speaker asks something,) collaborative functions such as the lecturer: "It's good that you are in groups to discuss the 6 materials that mother gave". The speaker's intention (lecturer) to speech partners (students) is to group together to work together in discussing the material that has been given. By using the sentence of the speaker (lecturer) "Well, you are in groups to discuss the 6 materials that mother gave".

Conflicting (contradictory) functions are goals that conflict or conflict with social goals (Nawir, 2021). In this function, the speaker's intention is contrary to the social goal. This means that the speaker is clearly contrary to social goals, for example, the speaker scolds the addressee. conflicting (contradictory) functions such as the lecturer's speech: "If nothing is stuck, to present the task, mother remove it from room zoom." What the speaker (lecturer) means to the speech partner (student) is angry because no one wants to make a sound when

appointed to present the task that has been given so that the speaker (lecturer) will remove it from the zoom room.

## CONCLUSION

Based on the results of the research conducted, the form and function of the lecturer's directive speech acts to Class A students of Class 2019 in online learning in pragmatic studies, the form of directive speech acts of lecturers to Class A students of Class 2019 in online learning of pragmatic studies found six forms of directive speech acts, namely: (1) the form of a request; marked with the words ask, please, if and may, (2) the form of a command; marked with the words please, don't, please, (3) the form of the question; marked by question words like what, where, when, why, and how, (4) the form of prohibition; marked by the words no, prohibited, no, (5) the form of request is marked by the word "please", we invite, please, (6) the form of invitation is marked by the words come on, let, can, and there is a form of directive speech act that is the most dominant or often appears in speech is a form of speech act of questions and commands. Both types are widely used because lecturers and students command, ask, and ask questions with the intention of testing students' understanding or reminding students.

The function of using lecturer directive speech acts to Class A students of Class 2019 in online learning of Leech (1993) pragmatic study, namely: (1) the competitive function (competing) is intended to open up competition as a social goal. Examples of lecturers opening the opportunity to ask students who do not tell stories, as shown in the speech "Mother opens the opportunity for you to ask questions that have not been understood in the explanation earlier", (2) the convivial function (fun) is used so that the speaker praises, as shown in the speech "To the group". Your 3 presentations today were very good, so the discussion this time went very, very well", (3) the collaborative function (cooperating) was enabled by the speaker to ask something, as shown in the speech "It's good that you are in groups to discuss the 6 material that I gave", (4) the conflict function is functioned by the speaker scolding the speech partner as shown in the speech "If no one answers, to present the task, mother removes it from room zoom".

## RECOMMENDATION

This research on directive speech acts in online learning pragmatics is the first time conducted at Tadulako University. Because in this study the author focuses on online learning on pragmatic studies, the data found tends to be more about speech between lecturers and students, and speech between students in online learning in one class only. For further research, the author expect that there will be research with different data sources and a wider scope, for example carried out in offline learning or in other lectures with the object of research is in one batch of students. The directive data and pragmatic studies obtained will also be more diverse. Therefore this research can be used as a reference source for further research.

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# ANALYSIS OF A LECTURER'S DIRECTIVE SPEECH ACTS TO STUDENT IN ONLINE PRAGMATIC STUDIES

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