

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language plays an important role in human life because language is enable people to communicate and interact with other people. Generally people used language to express messages, convey various stories, thoughts, and experiences. Because of the importance of language functions, people couldn't be separated from the language use. Communication is the process of delivering a message, telling or changing attitudes, opinions or behavior, directly or indirectly. That means language is a tool which enable people in doing communication and interacting with society. The formof the communication is teaching learning process.

In teaching and learning process, communication between the lecturer and the students also regarded as the important element to perform an effective learning. In communicating with the students, the lecturers will produce some utterances in order to convey the materials through their speech. In this typical situation of speech that involves the lecturer as the speaker and the students as the hearers. This situation shows that it's very important for students to understand what is said by the lecturer. When speaker convey a message, the listener should be able to catch the meaning of the message in order to avoid misunderstanding between them. Theory about meaning is deeply discussed in Pragmatics. Pragmatics is concerned with meaning in the context of language use. Austin (1962:108) classified speech acts into three. They are locutionary act, illocutionary act, and perlocutionary act. Locutionary is act of saying something: producing a series of sounds which means something. Locutionary act refers to the literal meaning of what is said. For example: "I'm thirsty". Illocutionary act is performed in saying something, and

includes acts such as betting, promising, denying, stating, predicting, ordering, and requesting. Example: "I'm thirsty" could be an indirect request for someone to get her a drink. The last, perlocutionary act is producing effect on the hearer of what the speaker says. Example: "I'm thirsty" could make someone get her a drink. The concept of an illocutionary act is central of speech act concept. Illocutionary acts have a force as an aspect of speaker meaning. It means that when speaker produce utterances, they have power to control someone else to do something in accordance with what they desire a lecturer's instruction.

Pragmatics is one of linguistics subfields which studies meaning in language. English Lecturer of HKBP Nommensen University who teach linguistics to lead the students about pragmatic and speech acts because the ignorance of using pragmatics will lead them in society to the insensitive or even rude behavior. Activities such as talking on the phone with a friend, interrupting in speech debate subject, asking and answering questions with the lecturers, offering correction in classroom presentation are such the times when pragmatic are used accurate and interactive communications.

This study is focus on analyzing directive speech act. Directive speech acts are those kinds of speech act which commit the listener to do what speaker says. Directive speech act as an act which is used to get someone doing something is not merely giving in order or making a request. Related to the teaching learning process, directive speech act has an aim to make the students to do or accomplish something. In performing an utterance, the lecturer must understand the circumstances situation which will influence the students' understanding of the utterance. Lecturer have to be aware in what way she or he should deliver the utterance in order to make the students understand the aim, do compliance of the utterance, and to avoid misunderstanding. Before conducting the research, the writer made pre observation for the subject of the research.

The researcher had observed a lecturer directive speech act as the preliminary data of the research. By recording the lecturer' utterances during the process of teaching learning. The result of pre observation can be seen from the table below:

**Table 1.1 The Preliminary Data (Lecturer' Utterances)**

No	Lecturer Utterance	Types of Directive Speech Act					
		Com	Req	Inv	Sugg	Forb	Warn
1.	Remember that, from now on!						✓
2.	Don't put the line carelessly!					✓	
3.	I remind you these to make u answer the exam correctly.				✓		
4.	If you follow these from the beginning, you will not fail.				✓		
5.	Write this! Don't make any mistakes.	✓					
6.	Be careful,						✓
7.	Don't look your dictionary on your examination.					✓	

From the observation, researcher found some directives speech act performed

by the lecturer such as: commanding/ ordering, requesting, inviting, suggesting, forbidding, and warning. While the researcher could not find the most directive speech act used by the lecturer, because the researcher found some directives speech act which is same total, those are, suggesting, forbidding, and warning. There was no invitation totally that uttered by the lecturer. In the teaching-learning, lecturer' duty is to guide the students to comprehend the lesson material. Generally, lecturer uses suggesting, forbidding, and warning directive speech act to ask the students to accomplish lecturer' instruction due to achieve the goals of teaching learning and be careful in learning the material and do it.

The reason of why the researcher takes the lecturer utterances to be analyzed because of

the various types the lecturer commits the students to do what she or he says, it could be commanding/ ordering, requesting, inviting, forbidding, and warning. This is the reason why does the researcher interest to analyze lecturer utterances.

Based on the explanation above, the researcher concludes that lecturer' utterance is interesting to be analyzed because the lecturer holds the crucial role to influence the students. Lecturer' utterances could stimulate the students' comprehension of the language by responding to what the lecturer says. Furthermore the writer would like to conduct the research entitled "The Analysis of Directive Speech Act Performed by The Lecturer on Fifth Semester of Nommensen HKBP University in Academic Year 2019/2020.

## **1.2 Problems of the Study**

Based on the background of the study above, this study will be conducted to answer the problems formulated in the following question below:

1. What types of directive speech acts are performed by lecturers on fifth semester of Nommensen HKBP University?
2. What types of directive speech act is the dominant one performed by lecturers on fifth semester of Nommensen HKBP University?

## **1.3 Objectives of the Study**

Concerning the problem mentioned above, the objectives of the study are aimed to:

1. To classify the types of directive speech act performed by lecturer on the fifth semester of Nommensen HKBP University?
2. To know the dominant one of expressive speech act performed by lecturer on fifth semester of Nommensen HKBP University?

## **1.4 Scope of the Study**

There are three types of speech acts in pragmatics, they are; locutionary act, illocutionary act, and perlocutionary act. Locutionary act is the act that the meaning is literal, or the act of saying something. The illocutionary is the act that asks the listener to do something. The perlocutionary act is the act that is producing an effect on the listener of what the speaker says. The focus of the analysis in this study is the *illocutionary act*. The illocutionary act is the act of saying something. The scope of this study is significantly classified types of directive speech act that explained by Yule in 1996, they are; commanding/ ordering, requesting, inviting, suggesting, forbidding, and warning. The researcher will focus on identifying types, finding the dominant one, and elaborate the reason of dominant one of directive speech act performed by the lecturer on the fifth semester students of Nommensen HKBP University.

### **1.5 Significance of the Study**

The present of this research is purposed for giving both theoretical and practical contributions, the researcher hopes this research can give the contribution well. It can be seen below:

#### 1. Theoretically

This research is hopefully can give more understanding of pragmatics study, specially speech act. The reader can get more information and knowledge about speech act study generally, and the type of the speech act particularly in directive speech act. It hopes that these theories can help the reader to identify the types of speech act and the context of situation occur in the speech act.

#### 2. Practically

(1) For further researcher :

Hopefully this research can give more information and knowledge related to speech act study, particularly directive speech act which is dominantly performed by lecturers.

(2) English Lecturer :

Hopefully this research can give more information to the lecturer about the appropriate utterance to be spoken in the teaching and learning process. By types of directive speech act, it will help the lecturer to organize the students' activity well and to avoid missundersanding with the students. Furthermore, the lecturer canmake the students understand about the material of speech act particularly directive speech act and teach the student how to use them.

(3) For the Students :

Hopefully this research can help the students to understand the utterances spoken by the lecturer including the message brought in the utterances. This research can also help the students to give response in accordance with the lecturer's utterances. Futhermore the students can understand kinds of speech act, particularly directive speech act and understand how to use them.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

The understanding of some crucial research theories is essential in the framework of this study which the researcher provides as the basic foundations and guidelines for readers to follow. In this theoretical review chapter, the researcher discusses several theories related to the research. They have function as the basic foundation in analyzing the data of the research. Those are pragmatics, speech act, classification of speech act, directive speech act, classification of directive speech act, teaching learning, and context of situation

#### **2.2 Pragmatics**

People use language in order to communicate with other people around the world. The component is studied in a science called linguistic. Pragmatics is the science of language in as much as that science focuses on the language-using human; this distinguishes pragmatics from the classical linguistic disciplines, which first and foremost concentrate on the results of the language users' activity: the structures that the grammar (the language system) allows them to

produce Mey (2001:35).

Furthermore according to Cruse (2000:16), pragmatics can be taken to be concerned with aspect of information (in the widest sense) conveyed through language which are not encoded by generally accepted convention in the linguistic form used but which none the less arise naturally out of and depend on the meaning conventionally encoded in the linguistic form used, taken in conjunction with the context in the forms are used.

Peccei (1999:2) pragmatics is study concentrates on those aspects of meaning that cannot be predicted by linguistic knowledge alone and takes into account knowledge about the physical and social world. According to Demers and Adrian (2001: 361) pragmatics is the study of language use, and in the particular the study of linguistics communication, in relation in language structure and context of utterance.

The study of pragmatics covers several subfields or domains, such as deixis, reference, presupposition, implicature, and speech acts. Deixis is concerned with the referring expressions which indicate the location of the referents along certain dimensions. Reference deals with the linguistic forms used by the speaker to enable the listener to identify something. Presupposition is related to the things that the speaker assumes as the case of an utterance. Implicature is associated with the existence of norms for the use language in context. Based on explanation above, the writer concludes that pragmatics is the study of how language is being used in relation to the context as it is communicated by the speaker and interpreted by the listener, pragmatics will look for further meaning that cannot be captured by semantic theory since pragmatics enables people to interpret the speaker's meaning when they do not exactly say what they mean. Therefore, studying language via pragmatics allow people to gain better understanding. Pragmatics in this study is included into facts about speaker's intention in uttering a speech act.



Speech act is an actions performed via utterances.

### **2.3 SpeechActs**

The first founder of speech act is Austin in 1962 which is developed by Searle in 1969. Both Austin and Searle are the philosophers which give the great sources of inspiration with how language works especially in speech acts theory. Speech acts theory explains the use of language between the speaker and listener can influence the listener to do. Bach (2006:151) defines that speech act is making of the statement, offer, promise, act. It can see that speech act apply the speaker's communicative intention in producing an utterance. An utterance has a purpose in order to appropriate the purpose the speaker must be sincere to know what actually he says with the result that listener accepted the utterances as the purpose.

Human communicate with other people in their life to get the purposes in communication. In communication, people do not just make utterance but also they perform act. According to Yule (1996:54) speech act is performed via utterances, such as apology, complaint, compliment, invitation, promise or request. That means speech act is utterances that followed by act. In communication, speaker does not only utterance the statement but also perform a certain action.

Cutting (2002:16) says that speech acts as the action performed in saying something. It can see that speech act apply the speaker's communicative intention in producing an utterance. The speaker expects that his or her communicative intention will be recognized by the hearer. Both of speaker and listener are helped each other in process of communication. Speech acts' term appears as a result of uttering something, the speakers says something to ask listener to do what she or he utters, and there is a meaning behind it. So it can be concluded that speech acts is theactivity done by uttering something.

The basic analysis in pragmatic is speech act. This opinion has relation with the objects of pragmatic one of them a part of speech act in communication. Speech acts' term appears as a result of uttering something, the speakers solely do not only utter something, and there is a meaning behind it.

### **2.3.1 Classification of Speech Acts**

In the beginning, Austin (1962:108) identifies three distinct level of action beyond the act of utterances. For him, by saying something, we do something. Austin distinguishes a group of things we do in saying something, they are: locutionary act, illocutionary act, and perlocutionary act.

#### **1) Locutionary Acts**

Locutionary act is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense. He defines this act as the actual form of words used by the speaker and their semantic meaning.

According to Wijana (2003), locutionary act is called *the act of saying something*. This act produces sounds of language which means something. Moreover, this kind of speech acts is the easiest one to be identified since in the process of identifying, it can be done without involving the context of utterance.

#### **2) Illocutionary Acts**

Illocutionary act is what the speaker wants to achieve by uttering something, and it can be the act of asserting, promising, apologizing, threatening, ordering, asking, etc. According to Austin, this act is what the speaker is doing by uttering these words: commanding, offering, promising, threatening, thanking, etc. The function of illocutionary act is not only to utter something, but also to do something. Therefore, this act is known as *the act of doing something*.

The purpose of illocutionary act is to produce the utterance known as illocutionary force. By using illocutionary force, the speaker informs something in conversation or communication, then that information will be received by the hearer. The illocutionary force is usually expressed by some verbs called “performative verbs” (Horn Laurence R, Gregory Ed.2006).

The illocutionary act is rather difficult to be identified than locutionary act since we have to consider who the speaker and the hearer are, when and where the conversation happen, etc. Thus, the illocutionary act is a center to understand speech acts.

### 3) Perlocutionary Acts

The utterance uttered by the speaker usually has a force or effect to the hearer. Deliberately or not, this effect is created by the speaker. This kind of speech act used to influence the hearer is called “perlocutionary act”. This act is known as *the act of affecting someone*. Cruse (2000:331) states that perlocutionary acts are performed by means of language, using language as a tool.

The circumstances you will utter on the assumption that the hearer will recognize the effect you intended, for example “ *I have just made some tea*”, it might the speaker want the hearer to get the tea. Perlocutionary act also means what we bring about or achieve *by* saying something, such as convincing, persuading, deterring, and even, saying, surprising or misleading.

### **2.3.2 Classification of Illocutionary Acts**

Austin categorizes the illocutionary acts into five basic categories of verdictive, expositive, exercitive, behabitive, and commissive. Austin’s taxonomy of illocutionary act contains several weaknesses and needs to be seriously revised. The most important weakness is simply this. There is no clear or consistent principle or set of principles on the basis of which the taxonomy is constructed, then there is also no clear principle of classification and because there

is a persistent confusion between illocutionary acts and illocutionary verbs.

There are several types of illocutionary acts. In other sources, those types of illocutionary act are also said as the types as the types of speech act. Based on Searle there are five types of illocutionary act which can be defined as follows:

### **1) Representatives**

Representatives term is the utterances of explaining about the truthfully of the utterance. it presents external reality by making their utterance or words fit with the world as they believe it to be. Searle used the term “assertive” in stating this category. The representatives are statement which commits the speaker to something being the case. This type performs action such as: stating, describing, affirming, boasting, concluding, claiming, and etc. For example: “no one can make a better cake than me”, this utterance is a representatives that utterance was stating some general truth (Peccei, 1999: 51). Example, the name of Indonesian President is Joko Widodo.

The utterance above, the speaker describes that the president of Indonesia is Joko Widodo. In this example, the speaker uses the illocutionary acts of representative (describing).

### **2) Directives**

This next category means that speakers direct the hearer to perform some future act would make the world fit with the speaker’s words (Peccei, 1999: 51). In assumption of it, the utterances of this category intend to make the addressee perform an action. Directives perform commanding, ordering, requesting, warning, suggesting, inviting, and etc.

For example: Open the door, Liza!

In the utterance “open the door, Liza!” the speaker wants the hearer (Lisa) to do something (to open the door). The speaker uses the word “close” indicating the illocutionary acts of directive (commanding).

### **3) Commissives**

The next categories is commissive, in this categories the speakers commit themselves to a future act which make the words fit their words. As the speaker express what speaker intends. Commissive is the utterance speech is produces to give action in the future toward the speech. In this case they are promising, vowing, planning, threatening, offering, and etc. This term can be performed by the speaker alone, or by speaker as a member of a group. "I'll take her to the doctor" it is the example of planning. The situation is Steve's cat named Coco is sick, and he will take Coco to the vet to check her (Peccei, 1999:51). For example: I promise you, I will return your book next week.

In the utterance above, the speaker commits himself to return the book next week (future action). The speaker uses the word "promise" indicating the illocutionary acts of commissive (promising).

### **4) Expressives**

Searle also make some of one category for speech act that focus on primarily on represent the speaker's feeling, it was expressive. Expressive use the speaker makes words fit the world (of feeling). The Illocutionary Acts on Chris Gardner's Dialogue In Pursuit Of Happiness Movie 39 expressions such as thanking, apologizing, welcoming, condoling, pleasuring, like, dislike, joying, etc. In my opinion, expressive is kind of speech act that expressing of feeling. "I'm really sorry!" is the example of apologizing in expressive types. It reflect that the speaker require some apologizing to hearer. Example: Congratulation for your scholarship dear!

In that utterance, the speaker expresses his/her psychological states to the hearer for the congratulating. The speaker congratulates the hearer because the hearer got the scholarship. The speaker uses the phrase "congratulation" indicating the illocutionary acts of expressive

(congratulating).

## 5) Declarations

Declarations are characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world. Declaration are those kinds of speech acts that change the world via their utterance. That act brings about some alteration in the status or condition of the referred to object or objects solely in virtue of the fact that declaration has been successfully performed. In using a declaration, the speaker changes the world via the words. Declaration verbs are *resign, dismiss, christen, name, excommunicate, appoint, sentence, declare, approve, disapprove, bless, cure, nominate, confirm, etc.* Example, Judge: I sentence you to six years in prison!

In the utterance “I sentence you six years in prison” the speaker (judge) brings a new status of being sentenced in the prison for six years to the defendant. Judge declares that the status of the defendant sentenced for six years in prison because of his fault. In this example, the speaker uses the illocutionary acts of declarations (declaring).

The categories of illocutionary acts more clear, the explanation of it can be seen from the table below with the general function of speech act which help to understand to utter the utterances performed by the speaker. It explained clearly from this table. Take a look at the table below;

**Table 1: The five general functions of speech acts (following Searle 1969)**

Speech Acts Types	Direction of Fit	S= Speaker;
		X = Situation
Expressives	Make the words fit world	S feels X
Directives	Make words fit the world	S wants X

Declarations	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Commissives	Make the world fit words	S intends X

According to the explanation above, Searle defines illocutionary acts based on verb called 'speech act verbs'. By using the verb, it seems to be natural way of expressing a particular speech act. Some linguists require the presence of some recognizable syntactic-morphological or semantic features that will tell them whether or not they are dealing with 'real' speech act.

### 2.3.3 Classification of Directive Speech Act

According to Huang (2007:107), directive acts are those kinds of speech acts that represent attempts by the speaker to get the addressee to do something. They express the speaker's desire or wish for the addressee to do something. This directive acts reveals about the speaker's wants. Directive speech acts is an utterance of the speaker to make the hearer do something for the speaker. Furthermore, Mey (1993: 164) defines directive as an effort of the speaker to get the hearer to do something, or to direct the hearer towards some goal. Directives here, known as a direction which performed in imperative (usually) to change the hopefully things to be happened as the speaker's wishes. According to Yule (1996:53) directive speech act is classified into some forms, they are *command/order, request, invitation, warning, prohibition, and suggestion*. The forms can be written whether positive or negative. Those forms can be described as follow:

#### 1. Command or Order

Command or order is the action done by the speaker who has the right or duty to give command to the hearer. The speaker has a full control on the act of the hearer. The point to command or order is the action done by the speaker who has the right or duty to give command to the hearer. Command is effective only if the speaker has some degree of control over the

actions of the addressee. In this case, speaker in authority, express a wish that an addressee should (no) act the speaker wants to the addressee (not) to act. Chaika (1994: 183) states that “commands shares virtually the same preconditions as questions”.

- 1) The speaker who commands has the right and/ or duty to command.
- 2) The recipient of the command has the responsibility and/ or obligation to carry out the command. The following below are the examples of command.

1. Do the task!
2. Close the door!
3. Open your book!

## **2. Request**

Request is a kind of directive speech acts whose illocutionary purpose is to get the hearer to do something in circumstances in which it is not obvious that he/ she will perform the action in the normal course of events. Request is an expression of what the speaker wants the addressee to do or refrain from doing” (Kreidler, 1998: 190). A request does not assume the speaker’s control over the person addressed. By initiating a request the speaker believes that the hearer is able to perform the action. The following below are the examples of command.

1. Can you help me to clean my room?
2. Would you mind to bring my books?
3. Could you help me to switch off the laptop?

The point of request is to express of what the speaker wants the listener to do or refrain from doing something.

## **3. Suggestion**

Suggestion is the process by which one thought leads to another especially through



association of ideas. It is related to something that should be done by the hearer. The utterance is transferred to the hearer in tactful way, so that the utterance will not make the hearer being offended. It is supported by (Kreidler, 1998: 191) “Suggestions are the utterances we make to other persons to give our opinion as to what they should or should not do”. In making suggestions, the person whom we give suggestion has the choice of performances whether to do or not to do the act..Suggestion is the process by which one thought leads to another especially through association of ideas. It is related to do something that should be done by the hearer. The utterance is transferred to the hearer in tactful way, so that the utterance will not make the hearer being offend. The following below are the examples of suggestion.

1. How if we go to another place?
2. How if you do the work by your own?
3. Why don't you read the text first?

#### **4. Invitation**

Invitation is a kind of the expression of a request, solicitation, or an attempt to get another person to join the speaker at a specific event such as to attend to a party, visit a beach house. An invitation can be delivered as a verbal request, a beautifully engraved card, or even puffs of smoke behind an airplane, example:

1. Would you come to my birthday party?
2. Let's prepare ourselves to pray
3. Would you meet me tomorrow?

#### **5. Warning**

Warning is telling someone about a possible danger or difficulty. Warning is usually stated by using positive imperative which give positive statement or effect. The following below are the

examples of suggestion.

1. No smoking.
2. No judging
3. No voice while my class is running

Based on the example above that the speaker ask the listener with a warning to do what the speaker asked positively.

## **6. Prohibition**

Prohibition is giving order not to do something. Prohibition functions to forbid or prevent someone from doing something. Prohibition is stated by using negative imperative without giving treat to the hearer. Prohibition is considered as the demand of abstention from the act, hence it is a negative command. The following below are the examples of prohibition.

1. Don't disturb me!
2. Don't touch my book!
3. Don't hit your friend!

Based on the example above the speaker ask the listener not to do what the speaker says, when the listener still do, they will have the effect of what listener did.

## **2.4 Context Situation**

Context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means given utterance (Leech.1983:13). In communication, people talk with the other in different circumstance with different listener. However, in communication, people not only recognizing the meaning of the word in their utterance, but also recognizing what the speaker meaning in their utterance. The meaning of utterance is not only lexical meaning, but also from the situation, called context.

According to Cutting (2002: 3), context of situation refers the context surrounds the speakers to which they can see it. It is the immediate physical co presence, the situation where the interaction is taking place at the moment of speaking. In addition, Hymes (1974) as cited in Wardhaugh (2006: 247) emphasizes the importance of an ethnographic view of communicative events within communities. He explicates that context of situation will limit the range of possible of interpretation, and on the other hand, support the intended interpretation. He, then, developed the SPEAKING model that is relevant to the identification of speech event and speech acts.

### 1) (S) Setting and Scene

Setting refers to the time and place, i.e. the concrete physical circumstances in which speech takes place. In other words, it is where the event is situated. For example, a classroom can be a setting where the teaching and learning process occurs. Meanwhile, scene refers to the abstract psychological setting, or the cultural definition of the occasion. Participants are allowed to change scenes within a particular setting. They can change the level of formality or the kind of activity in which they are involved.

### 2) (P) Participants

Participants are the ones involved in the conversation. They include speaker-listener, addressor-addressee, or sender-receiver. They generally fill certain socially specified field roles. For example, in a classroom context, the participant involves a teacher and his or her students.

### 3) (E) Ends

Ends refer to the conventionally recognized and expected outcomes or goals of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. To put it simply, ends are what the participants intend to achieve by saying such speech acts. For instance, the teacher may pose a question to the students to get some

information, to activate their background knowledge or to check their comprehension.

#### 4) (A) Act Sequence

Act sequence refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. For example, public lectures and casual conversation have different forms of speaking; with each goes different kind of language and things talked about.

#### 5) (K) Key

Key refers to cues that establish the tone, manner or spirit of the speech act. The message can be conveyed in light-hearted, serious, precise, pedantic, mocking, sarcastic, or even pompous tone.

#### 6) (I) Instrumentalities

Instrumentalities refer to the choice of channel and to the actual forms of speech employed, such as the language, dialect, code or register that are chosen. The speech acts can be conveyed through oral, written or telegraphic form.

#### 7) (N) Norms of Interaction and Interpretation

Norms of Interaction and Interpretation refer to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g., loudness, silence, gaze return, and so on. In other words, it can be regarded as the social rules governing the event and the participants' action reaction.

#### 8) (G) Genre

Genre refers to particular types of utterance; such as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. These are all different from casual speech. Particular genres seem more appropriate to conduct on certain occasions. For example, sermons are more

appropriate to be inserted in church services.

To summarize, using this framework of S.P.E.A.K.I.N.G allows people to learn more about how people communicate and how that communication is often patterned to achieve its objective within particular speech communities. In addition, Holmes (1992: 12) proposes that not all factors are relevant in any particular context but they can be grouped in ways which are helpful. In any situation, linguistic choices will generally reflect the influence of one or more of the following components:

- 1) The participant: who is speaking and who are they speaking to?
- 2) The setting or social context of the interaction: where are they speaking?
- 3) The topic: what is being talked about?
- 4) The function: why are they speaking?

## **2.5 Lecturer'Utterances**

Ghriffths (2006:5) thinks that utterances are the raw data of linguistic. Each utterance is unique, having been produced by a particular sender in a specific situation. In spoken language analysis an utterance is a smallest unit of speech. It is a continuous piece of speech beginning and ending with a clear pause. An utterance is an act of speech or writing; it is a specific event at a particular time and place and involving at least one person, the one who produces the utterance, but usually more than one person.” (Kreidler, 1998:26)

Austin (1962: 108) states that utterances have certain conventional force which is called illocutionary act Here, people can perform an action by saying something. The speakers do not need to do the action physically. The utterances said would be sufficient to perform an action.

The researcher observed the lecturer' utterances while she/he was doing teaching which happened directly in the classroom. The researcher wanted to analyze the utterances which considered as directive speech act.

## **2.6 Previous Study**

To conduct this research, researcher read and learned some studies from other researcher, some related studies has been taken to compare this research with the other related research. The first previous study of the research conducted by Lindayana Arifuddin Halus Mandala which published by International Research Journal of Engineering, IT & Scientific Research entitle *Divergent Principles of Politeness in Verbal and Non-Verbal Directive Speech Act*. In the research the researcher found factors affecting politeness and impoliteness in verbal and nonverbal directive speech act produced by students in learning process namely linguistic factor and non-linguistic factor. The research was uttered by the students and the students. The difference is the researcher try to find out the directive speech act from lecturer utterances. The result of this research will be used by the researcher as a reference to conduct this research.

The second previous study of the research conducted by Betty Tri Pamungka, Rustono & Yuli Utanto which published on Journal of Primary Education JPE 7 (2) (2018) : 211 – 21 entitle *The Function of Directive Speech Acts in Gamal Komandoko's Indonesian Archipelago Folklore Tex*. In the research the researcher found the types of directives speech and the function which function of directive speech act is dominant in Indonesian archipelago text written by Gamal Komandoko. The data were collected using observation method and writing technique. The data were analyzed using pragmatic analysis. The results of this study show some functions of directive speech act. The result of this research will be used by researcher as a reference to conduct the writer's research.

The third previous study of the research conducted by Wildan Mahir Muttaqin published by English Education: Jurnal Tadris Bahasa Inggris, 11 (1), 2018, 115 entitle *Directive Speech Acts Among The Members of Student Executive Board In Surakarta*, the researcher found the type of directive speech act among the members of student executive board and some factors happened in the formal situation. The finding shows many types of directive speech act produced by university students were caused by some factors, such as age and gender. The researcher also identified the active and passive speakers in this situation. The dominant one that found on the research are checking and asking, in the part of directive speech the less one is forbidding. The result of this research will be used by the researcher as a reference to conduct the researcher's research.

The researcher' research has different data compared to the related studies the researcher will focus on to attempt to analyze whether the types of directive speech act spoken by the English lecturer on the fifth semester in Nommensen HKBP University occur in the teaching learning process. The objects of this research are the English lecturers in Nommensen HKBP University in Academic Year 2019/2020.

## **2.7 Conceptual Framework**

People live as a social being. As a social being, people can't be separated with communication in their daily activity. When they want to communicate each other, people use language as a medium for their communication. Therefore, language plays a significant role as a tool that used to transmit message, or to express what the people thought. The language that the people use can be called as linguistic. Linguistic is the study of the language which has pragmatic in it. Pragmatic is the branch of linguistic which studies out of literal meaning usually found in utterances. The communication of itself delivers of what is in the speaker's mind to the

hearer. The communication would be success if the hearer can understand what the speaker has delivered.

The communication or the utterance can be called as a speech act. Speech can be defined as the acts done in the process of speaking or the acts performed via utterances There is an action in saying something rather than just saying it. It becomes important to know more about speech act because the ignorance of speech act will lead people in to the rude even behavior. Learning speech act will help people to realize and to manage their mind to understand what the speaker says to them as a good listener.

Speech act can be classified into some categories, those are *locutionary act* the stated that locutionary act is roughly equivalent to uttering a certain sentence with a certain sense and reference. He defines this act as the real meaning, or the actual form of words used by speaker and their semantic meaning. According to Wjjjana (2003) locutionary is called *the act of saying something*.

The next one is *illocutionary act* is what the speaker is doing by uttering these words: commanding, offering, promising, threatening, thanking, etc. this function is not only to utter something but also to do something. Therefore, this act is *the act of doing something*.

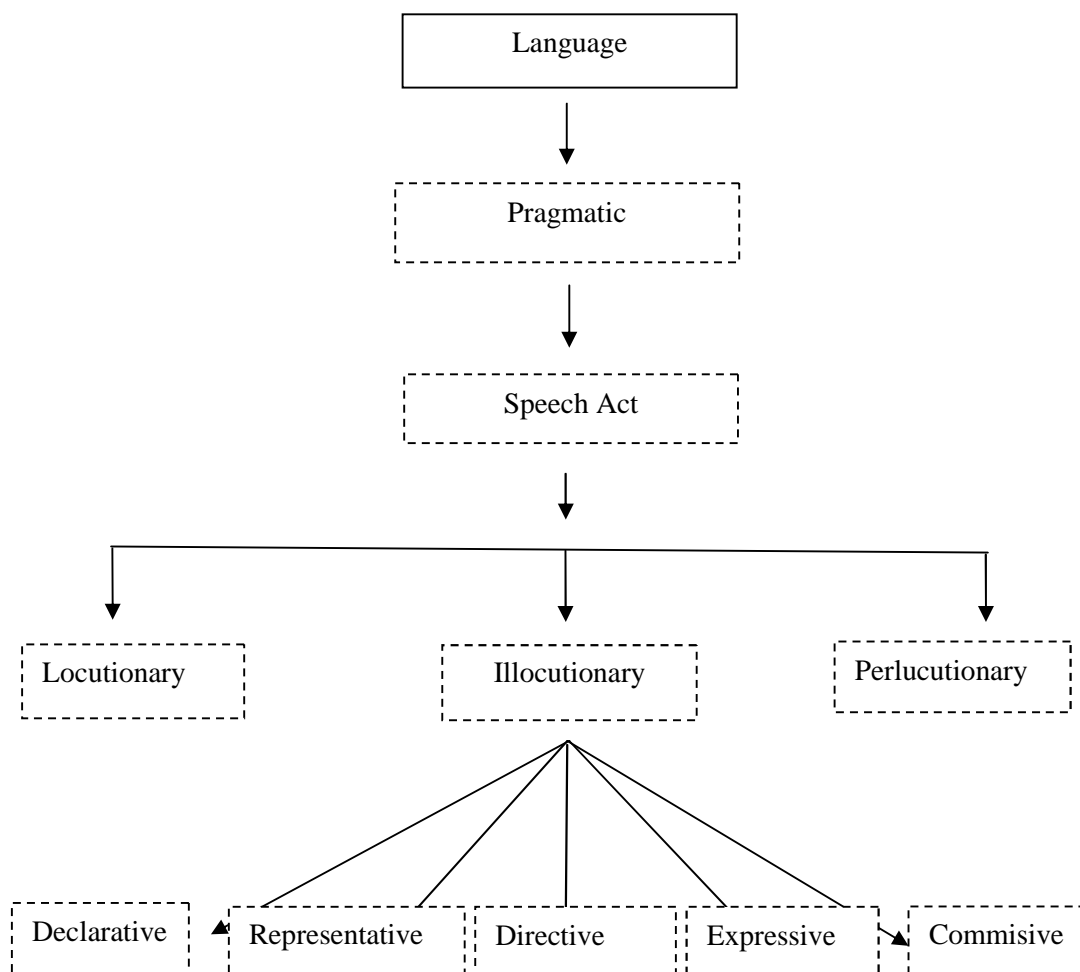
Perlocutionary act is a kind of speech act used to influence the hearer. This is the utterance uttered by the speaker usually has a force or effect to the hearer. This act is known as *the act of affecting someone*.

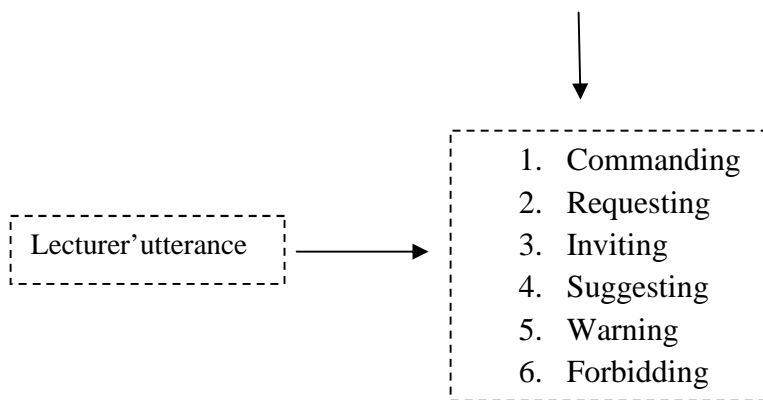
From the explanation above there is a part that the researcher will do the research of it, namely directive speech act. Directive speech is speech acts which the speaker uses to get someone else to do something. Directive is one of speech act category which intends to make the hearer do something for the hearer (Searle in Levinson, 1987:240). The utterances that uttered by



a speaker means to ask them to do of what the speaker says. Utterances that uttered can be seen that is pragmatically to ask the listener to do the speaker say. In saying something or to utter a word, those are the parts of these. That can be seen from the parts of directive speech act, those are: *commanding, requesting, inviting, suggesting, forbidding or warning*.

The researcher had the data about directive speech by do this research which is performed by lecturer to students when the lecturer teaches them. The utterances that lecturer utter analyzed by the researcher. The researcher will have the kinds of the directive speech act that uttered by the lecturer. The researcher will find the dominant of this research, which discuss about directive speech act. This research can be seen from the conceptual framework. The conceptual framework can be seen below:





**Figure 2.2 The Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter will presents the methodology of this research includes research design, the source of data, instrument of collecting data, technique of collecting data, technique of analyzing data.

#### **3.1 Research Design**

In this research the researcher used descriptive qualitative method to analyze the data, in order to understand the directive speech acts phenomenon of the students and the lecturer in teaching and learning process. Qualitative research methods provide more emphasis on interpretation and providing consumers with complete views, looking at contexts, environmental immersions and a depth of understanding of concepts (Tewksbury 2009 p.39). The researcher will use qualitative research method because the writer is concerned to analyze the lecturer utterances which consist of directives in the form of words, phrases, clauses, and sentences.

In addition, Moleong (1990: 3) states that qualitative descriptive research is the research

result the descriptive data in written form, which has been observed by people. As stated by Creswell (1998:15), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting.

Overall, that is why qualitative applied because this study will allow to observe and describe the utterances of the lecturer who concern of directive speech acts, and it will be used because the researcher will analyze lecturer' utterances of directive in the form of word, phrases, sentences and as not dealing with numbers produced by lecturer and the responses.

### **3.2 The Sources of Data**

The object of the data was taken from lecturer utterances on English Department of Nommensen HKBP University. The researcher chose the object because based on the researcher's observation it was found that the material about speech act will be thought in the fifth semester. This research conducted for this participants to categorize which is the speech act used by the lecturers. The lecturer that was the objects of this study are the lecturer who teach on English major and focus on analyzing for 5 objects.

The researcher took the sample randomly. According to Arikunto (2002: 109) "random sampling is a single way to obtain the representative sample, but the probability is higher for this procedure than any other". The researcher analyzed lecturer' utterances by using direct observation.

### **3.3 Instrument of Collecting Data**

Sugiyono (2013: 222) states that in qualitative research, that is the instrument or research tool is the researcher himself. Researcher qualitative as a human instrument, serves to set the

focus of research, choose informants as sources of data, collect data, assess data quality, data analysis, interpreting data and making conclusions above his findings. In line with Sugiyono's thoughts, Nasution (Sugiyono, 2013: 223) as well explains that in qualitative research human beings are principal research instrument.

Further Bogdan and Biklen (1982: 27) point out that the key instrument of the qualitative research is the researcher himself/herself. Therefore, the researcher used observation as the instrument of this study. Audio recorder was used to record utterances performed by the lecturers and made some notes to help the researcher in analyzing data.

### **3.4 Technique of Collecting Data**

The researcher used some techniques of collection the data in this research. The techniques are observation and documentation. Observation is the technique of collecting data by seeing the phenomenon deeply and giving the evidence of it. Then, according to Sukmadinata (2011: 221-222). Documentation was a technique of collecting data which are appropriate with the research goals, by accumulating, and analyzing document, both in written and electronic forms.

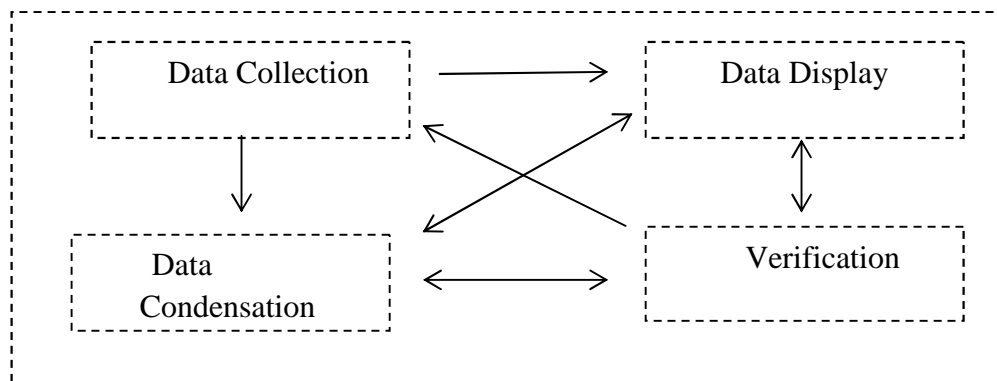
In addition, McMillan and Schumacher (2010) states that observation is a way for the researcher to see and hear what is occurring naturally in the research site. The observation conducted the audio recording process. The data recorded using audio recorder. Some procedures followed after conducting the observation. The steps are as follows:

1. Recording lecturer utterances directly inside of class;
2. Listening to the recording and trying to understand the utterances performed by the lecturer';
3. Listening the recording again to check the accuracy of the data;

4. Transcribing the data into the written form;

### 3.5 Technique of Analyzing Data

The researcher used some techniques of data collection in this research. The techniques were observation and documentation. Observation is the technique of collecting data by seeing the phenomenon deeply and giving the evidence of it. Then, according to Sukmadinata (2011: 221-222). Documentation is a technique of collecting data which are appropriate with the research goals, by accumulating, and analyzing document, both in written and electronic forms. Researcher used models interactive from Miles, and Huberman (2014:14) to analyze research data. Activities in qualitative data analysis were carried out interactively and take place continuously until complete, so that the data is already saturated. The interactive model referred to as follows.



**Table 3.1 : Miles dan Huberman (Miles, Huberman and Saldana, 2014: 14)**

The explanation of the table above, explained below:

1. Data collection

The data in this study are collected by recording the audio of the utterances of lecturer in the class while the teaching learning. While the researcher was collecting the data, the researcher automatically did analysis too.

## 2. Data Condensation

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things. Firstly, the researcher collected data about the use the audio recording and documentation. The researcher then transcribed the data. The irrelevant data which were not related to the research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive. The data that found could be selected by the researcher by listeni the audio and researcher collected the data which consist of directive speech act. In a whole the data recording there were unnecessary data, researcher discarded it, the researcher focused to form the directives speech act.

## 3. Data Display

A data display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and displaying the data, it was based on the formulation of the research problem.

By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. And the researcher began to do the next plan of the research based on what the researcher has experienced. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form descriptive.

## 4. Verification

The last step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles

and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected 63 utterances by making temporary conclusion.