

**DIRECTIVE UTTERANCES IN *BE SMART IN ENGLISH FOR GRADE XI*
OF SENIOR HIGH SCHOOLS: LANGUAGE MAJOR**



**Submitted as Partial Fulfillment of the Requirement
for Getting Bachelor Degree of Education
in English**

by:

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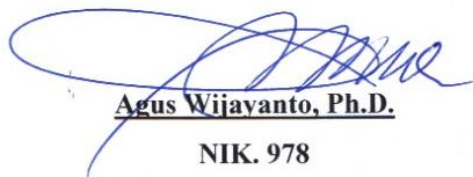
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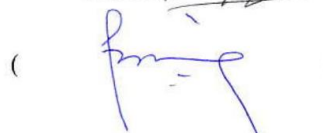
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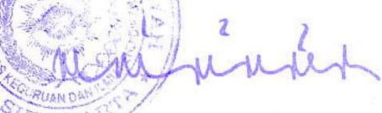
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The writer



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DIRECTIVE UTTERANCES IN *BE SMART IN ENGLISH FOR GRADE XI* OF SENIOR HIGH SCHOOLS: LANGUAGE MAJOR

Abstrak

Penelitian ini bertujuan untuk menjelaskan jenis tindak tutur direktif yang sebagian besar diutarakan oleh karakter dalam dialog dan untuk menggambarkan strategi tindak tutur direktif dalam buku teks *Be Smart in English* untuk kelas XI SMA: Jurusan Bahasa. Penelitian ini menggunakan metode deskriptif kualitatif. Keberadaan angka digunakan untuk mengungkapkan frekuensi jenis tindak tutur direktif. Objek penelitian ini adalah dialog tindak tutur direktif yang diucapkan oleh tokoh-tokoh dalam buku teks bahasa Inggris yang berjudul *Be Smart in English* untuk Kelas XI SMA: Jurusan Bahasa oleh Ira Wijayanti. Metode pengumpulan data yang digunakan oleh peneliti adalah dokumentasi. Data berupa dialog yang dianalisis berdasarkan klasifikasi Searle tentang tindak tutur, teori konteks Hymes, strategi permintaan berdasarkan House dan Kasper, strategi pemesanan berdasarkan Blumkula, dan strategi saran berdasarkan di Martinez-Flor. Hasilnya adalah peneliti menemukan 92 ucapan yang digunakan oleh karakter dalam buku teks. Ada 49 data yang digolongkan sebagai permintaan ucapan (53,3%). Terdapat 30 data yang diklasifikasikan menjadi ucapan pesanan (32,6%) dan kemudian 13 data diklasifikasikan menjadi ucapan saran (14,1%). Temuan selanjutnya adalah strategi tindak tutur direktif. Dalam jenis *order*, strategi yang digunakan adalah strategi *most direct* (8,7%). Tampaknya para pembicara cenderung menggunakan perintah imperatif untuk menyatakan ungkapan pesanan. Dalam jenis permintaan, strategi yang digunakan adalah strategi *query preparatory* (22,8%). Ini berarti pembicara lebih suka membuat persiapan untuk melakukan permintaan, menyiapkan si pendengar untuk menanggapi permintaannya. Dalam jenis saran, strategi yang digunakan adalah *possibility* dan *interrogative form* (7,6%). Hasilnya adalah jenis permintaan ditemukan lebih tinggi daripada jenis tindak tutur direktif lainnya. Para pembicara cenderung menggunakan ujaran permintaan untuk menanyakan sesuatu, dan berharap penerima akan menghargai apa yang diinginkan atau diminta oleh pembicara. Sedangkan strategi *query preparatory* ditemukan lebih tinggi daripada strategi lain dari tindak tutur direktif. Ini berarti pembicara lebih suka membuat persiapan untuk melakukan permintaan, menyiapkan si pendengar untuk menanggapi permintaannya.

Kata kunci: tindak tutur direktif, strategi tindak tutur direktif, buku teks

Abstract

This research aims to explain the types of directive speech acts mostly performed by characters in the dialogues and to describe the strategies of directive speech acts in the textbook *Be Smart in English for Grade XI of Senior High Schools: Language Major*. This research employed a descriptive qualitative method. The existence of number was used to reveal the frequencies of the types of directive speech acts. The objects of this research is dialogues of directive speech act uttered by the characters in English course book in titled *Be Smart in English for Grade XI of Senior High*

Schools: Language Major by Ira Wijayanti. The method of data collection employed by the researcher was the documentation. The data were in the form of dialogues that were analyzed based on Searle's classification of speech acts, Hymes's theory of context, the strategies of requesting based on House and Kasper, the strategies of ordering based on Blum-kulka, and the strategies of suggestion based on Martinez-Flor. The result is the researcher found 92 utterances used by the characters in textbook. There were 49 data that are clasified to be request utterances (53,3%). Those were 30 data that are clasified to be order utterances (32,6%) and then 13 data clasified into suggestion utterances (14,1%). The next finding was the strategies of directive speech acts. In the type of order, the strategy used is most direct strategy (8,7%). It seems that the speakers tend to used imperative to state the order utterances. In the type of request, the strategy used is query preparatory strategy (22.8%). It means the speaker prefer to makes a preparation to do the request, preparing fot the hearer to response his request. In the type of suggestion, the strategies used are possibility and interrogative form (7,6%). The result is type of request was found to be higher than the other types of directive speech acts. The speakers tend to use request utterance to ask something, and hopes the recipient will respect what the speakers want or request. While query preparatory strategy was found to be higher than the other strategies of directive speech acts. It means the speaker prefer to makes a preparation to do the request, preparing fot the hearer to response his request.

Keywords: directive speech acts, strategies of directive speech acts, textbook

1. INTRODUCTION

According to Yule (1996: 47), speech act performs action via utterances, and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, and promise or request. In addition, Nunan (1999 :131) state that speech acts are simply things people do through language. There are five types or categories of speech acts, namely: declaration, representative, directive, commisive, and expressive. Due to limited space and time the analysis will only focus on the directive speech act.

Actually directive speech act is frequently used in daily social interactions around us. Directive speech act is a common acts that people round the world usually use. It is easier to study and understand something that always happens rather than something unusual. It is even more interesting because it happens in real life. The above mentioned reasons give a strong motivation to conduct a study about directive speech act. Dialogue is often considered as a central and more consistent part of most teaching textbooks because it is the

most natural type of language that usually occurs among speakers of a language. Dialogue is a real form of language use.

An English textbook entitled “Be Smart in English” for grade XI of senior high schools: language major by Ira Wijayanti has dialogues that represent speech acts. It is published by PT. Tiga Serangkai Pustaka Mandiri in 2013 and complied to provide the learning materials for the students in accordance with The Standard of Contents and Standard of Graduate Competence as written in the Degrees of Minister of National Education No.22 and 23 Year 2006. Therefore, the researcher assumes that it is very necessary to hold this research in order to avoid the misunderstanding and improve the students’ language skill. Moreover, teachers would also acknowledge the content that covered in the dialogues of the textbook. Therefore, they can explain the material clearly to their students.

Textbooks as a center of curriculum and syllabus in most classrooms are not excluded from such considerations. The importance of textbooks cannot be underestimated because they determine the students' both in-class and out-of-class learning activities. The researcher investigates the types of directive utterances used in the textbook. The book is chosen because it consists of a number of utterances that represent various functions and it is published in 2013. The textbook is designed for the purpose to improve the students’ skill both in oral cycle (listening and speaking skill) and writing cycle (reading and writing). The activities in this book encourage the students to develop their competence in using English as well as students’ discourse and cultural level. Therefore, the research determined what are the types of directive speech act given in the textbook. The context will also be the main concern of this study. The context is identified to show how it affects the presentation of speech acts in textbook.

This research is different from the other researches in this topic. The writer found differences from previous researches that who conducted by Farhan (2018) and Saputri (2017). This research is different from the other researches in this topic. Dealing with this research, there are not found any researches related to analysis of directive speech act with the strategy of directive speech acts in textbook. The writer found differences with researches that conducted by Farhan

(2018) and Saputri (2017). In Farhan (2018), the researcher aimed at describing about type of directive utterance and describing the intentions of directive utterance. The data source is movie manuscript entitled “Zootopia”. The result of the research are firstly there was three types of directive utterance; imperative, interrogative, and declarative sentence. Secondly, the intentions of directive utterance that found in this movie were commanding, request, and suggesting with the variation or sub are insisting, shocking, screaming, to soon, angry, impressing, knocking, seriously, adjuring, calm, panic, and proud.

While in Saputri (2017), the researcher aimed to identify the pragmalinguistics forms of directive utterance in Holy Qur’an chapter Al-Mu’minun. The researcher found 45 data of directive utterances. The result of this research was show there are three types of pragmalinguistics forms in commanding, two types of pragmalinguistics form in request, and two types of pragmalinguistics forms in suggesting. The researcher also found three types of directive utterances; 27 data in commanding, 16 data in request, and 2 data in suggesting.

This research focusses to explaining the types of directive acts and describing the strategies of directive speech acts in the textbook “Be Smart in English for Grade XI of Senior High Schools: Language Major”. The data source is a textbook entitled “Be Smart in English for Grade XI of Senior High Schools: Language Major” by Ira Wijayanti. As far as the writer explores, basically there have not found yet a research dealing with directive speech act conducted in the textbook “Be Smart in English for Grade XI of Senior High Schools: Language Major”. Therefore, the writer hopes that this research is expected to fill the void of the previous researches.

2. METHOD

This research is qualitative research which conducted by collecting the data, analyzing the data, and making a conclusion from the result of the analysis. This research is conducted to describe the types of directive acts and the strategies of directive utterances in the textbook “Be Smart in English for Grade XI of Senior High Schools: Language Major”. The object of this study dialogues

of directive speech act uttered by the characters in the textbook. The data of this research are utterances contain directive speech acts. The data source is textbook entitled *Be Smart in English for Grade XI of Senior High Schools: Language Major* by Ira Wijayanti. The data of this research are collected using documentation. In analyzing the data, the researcher takes some steps as follows: explaining the types of directive acts mostly used in the English textbook entitled “Be Smart in English for Grade XI of Senior High Schools: Language Major” by using Searle’s speech act classification, describing the strategies of requesting in the textbook “Be Smart in English for Grade XI of Senior High Schools: Language Major” based on House and Kasper (1989), describing the strategies of ordering in the textbook “Be Smart in English for Grade XI of Senior High Schools: Language Major” based on Blum-kulka (1987), and describing the strategies of suggestion in the textbook “Be Smart in English for Grade XI of Senior High Schools: Language Major” based on Martinez-Flor (2005).

3. FINDING AND DISCUSSION

The researcher summarizes the finding based on the data analysis. The researcher found 92 utterances used by the characters in *Be Smart in English for Grade XI of Senior High Schools: Language Major*. There were 49 data that clasified to be request utterances (53,3%). Those were 30 data that are clasified to be order utterances (32,6%) and then 13 data clasified into suggestion utterances (14,1%). The type of request was found to be higher than the other types of directive speech acts. The speakers tend to use request utterance to ask something, and hopes the recipient will respect what the speakers want or request. The next analysis was the strategies of directive speech acts. In the type of order, most direct strategy is the most dominant strategy (8,7%). It seems that the speakers tend to used imperative to state the order utterances. In the type of request, query preparatory strategy is the most dominant strategy (22.8%). It means the speaker prefer to makes a preparation to do the request, preparing fot the hearer to response his request. In the type of suggestion, possibility and interrogative form are dominant strategies (7,6%).

4. CONCLUSION

The writer takes conclusion as the answer of focus of the study mentioned in chapter I. Based on the focus of the study and data analysis in the previous chapter, there are some conclusions that can be drawn. From the analysis of 92 directive speech acts, type of intention of directive utterance used by the characters in the textbook is requesting, ordering, and suggestion utterance based on Searle's speech act classification. The speakers tend to use request utterance to ask something, and hopes the recipient will respect what the speakers want or request.

The researcher also found three strategies of ordering; most direct, conventional indirect and non-conventional indirect based on House and Kasper (1989). The researcher found most direct strategy is the dominant. It can be concluded the speakers tend to use imperative to state the order utterances. The researcher found eight strategies of requesting; mood derivable, hedge performative, locution derivable, want statement, suggestory formula, query preparatory, strong hint, and mild hint. Query preparatory strategy is the most dominant strategy. It means the speaker prefer to make a preparation to do the request, preparing for the hearer to respond to his request. The researcher also found eight strategies of suggestion; using performative verb, imperative, negative imperative, negative imperative, interrogative form, possibility, should, conditional, and indirect impersonal. In the type of suggestion, possibility and interrogative form are dominant strategies.

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