DIRECTIVE SPEECH ACTS AMONG THE MEMBERS OF STUDENT EXECUTIVE BOARD IN SURAKARTA

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Abstract: The study is aimed to describes the type of directive speech act among the the members of student executive board and some factors happened in the formal situation. There are some relation between speaker, hearer and utterances based on context. The data were taken using observation and interview. The observation was done by recording the discussion on the formal meeting. In addition, the interview was required to complete the data by giving some questions on the list. The the data were classified based on types of speech act from Searle. 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. *Asking* and *checking* were the most occured on directive speech act while *forbiding* was less occured on it.

Keywords: *speech act, directive speech act, communication.*

INTRODUCTION

Language is an instrument to communicate each other. In the communication, people share their ideas, knowledge, feelings and experiences using language. In addition, Brown and Yule (1983) classified languages into two functions. First the function of transaction, Language serves as a tool for exchanging information among users. Second, function of interaction, language as a tool to express social relations and attitudes of each individual, show solidarity and maintain social relationships between users. The effective communication could be maintained by many factors, such as the social status, age, gender, environment, and so on. People could create communication in different ways. Contains of communication could be analyze using pragmatic approach.

Leech (1983:61) defines pragmatic as a branch of linguistics study. It focuses the study in the meaning of utterances. Pragmatics distinguished two intents or meanings in each utterance or communicative act of verbal

communication. One is the informative intent or the sentence meaning and the other is the communicative intent or speaker meaning. There are many approaches for studying pragmatics such as deixis, implicature, presupposition, speech acts, and conversation structure.

Pragmatic is concerned with the study of meaning as communicated by speaker and interpreted by the hearer. It means that the hearer should interpret what it said by the speaker. In order to know what the speaker's intended meaning (Yule, 1996:3). Speech act theory focuses on communication acts which are performed through speeches. The utterances of some sentences must be treated as the performance of an act (Austin, 1962:121). Austin also states that sentences are not merely used to say things. In every utterance, the speaker performs an act as stating a fact or opinion, confirming or denying something, one is doing something, and hence, there are kinds of acts that are simultaneously performed. Searle (1976:18) says if speech act performed the utterances of a sentence in general function of the meaning of the sentence. While, Austin (In Levinson, 1997:236) involves three basic senses in which in saying something one are doing something and three kinds of acts. Locutionary act is saying something with a certain meaning in traditional sense. Austin (1962:109) states that locutionary act is roughly equivalent to uttering a certain sentence with a certain meaning in the traditional sense. In this case, it can be concluded in some points: such as the utterance of a sentence which determines sense and reference, the phsycal action to produce speech and Locutionary act in saying something which is meaningful and can be understood. Illocutionary Act is using a sentence to perform a function and making of statement, an offer, a promises, etc. illocutionary act is such as informing, ordering, warning, and undertaking.

Searle (1976:136) defines the illocutionary acts as minimal complete unit of human linguistic communication. Whenever someone talks to each other, they are performing illocutionary act. The points are using a sentence to perform a function, The making of statement, an offer, a promise, etc. in uttering a sentence, by virtue of the conversational force associated with the sentence. While, Austin (1962:109) focused on illocutionary acts, maintaining that here a person might find the force

of a statement and demonstrate its performative nature. Perlocutionary act is a speech acts that are produces an effect, intended or not, achieved in an addressee by a speaker's utterance. Examples of perlocutionary act are persuading, convincing, searing, insulting, getting the addressee to do something, etc. Perlocutionary act is the result or effects that are produced by means of saying something.

From the description above, the speaker at least produces three kinds of speech act. They are locutionary act, illocutionary act and perlocutionary act. Speech acts mostly discuss about illocutionary act that is the speaker intends the hearer to do something that the speaker's want. This conclusion, Austin (1962:139) states his belief that studying words or sentences (locutionary acts) outside of social context tells a little about communication (illocutionary acts) or its effect on and audience (perlocutionary act).

The classification of speech act based on the theory of Searle (in Yule, 1996:53) defines that there are five types general functions performed by speech acts, they are representatives, declarations, commissive, directive and expressive. Searle suggests the following classification of speech acts such as: Assertives, They commit the speaker to something being the case. The different kinds are: suggesting, putting forward, swearing, boasting, concluding. Example: "No one makes a better cake than me". Second, Directives: They try to make the addressee perform an action. The different kinds are asking, ordering, requesting, advising, begging and so on. As an Example: "Could you please open the door?". Third, commisives, they commit the speaker to doing something in the future. The different kinds are promising, planning, vowing, betting, opposing. Example: "I'll pick you up tomorrow". Forth, Expressives, they express how the speaker feels about the situation. The different kinds are: thanking, apologizing, welcoming, deploring. Example: "I am sorry that I hurt you. The last is Declarations, they change the state of the world in an immediate way. Examples: ``You are fired, I swear, I beg you".

The researcher chooses speech act spoken by the members of student executive board in the level of English Letters Department to be analyzed. The

researcher found some cases in the formal context such as organization in campus related to speech act. Besides, the researcher would like to know the types of directive speech acts used by speaker in formal context, the factors and the active or passive speaker.

RESEARCH METHODOLOGY

Descriptive qualitative was used in this study. This design requires careful planning to determine the place, participants, and start collecting data. This plan could be emergent, changed or developed in accordance with a change in the findings in the field. The design change is secular because that is purposive sampling, data collection and data analysis performed simultaneously and the step that is interactive and not separated.

The participants were the students of English Letters IAIN Surakarta. The data were taken from some participants having a formal meeting. The researcher took one of formal students' organization in IAIN Surakarta. The organization was student executive board of English Letters Department. There were 6 students having the meeting. They were from 8th semester, 6th semester and 4th semester.

The researcher collected the data using two instruments, observation and interview. The observation was taken by recording the phenomenon and all activity in the selected participant. In this case is student executive board. The researcher was not observe directly because there was no authority of the researcher there. So, researcher was helped by the research assistant to collect the data. The data were taken unintentionaly. The students didn't aware of being recorded during the meeting. In addition, researcher also used the interview with one of the participants using the interview transcript to complete the data. This interview helped the researcher to know and analyze the data in the next section.

The data were displayed in a table. Then the researcher analyzed the data using descriptive qualitative. Researcher analyzes the data to know the types of directive speech act based on the theory of Searle. The researcher also reduced the data, because some of data were not related of the topic. Then researcher determined the frequency of directive speech act type used by speaker. The

researcher also analyzed and described the active and passive speaker and the factor based on the situation.

FINDING AND DISCUSSION

The researcher identified the respondents profile. Then the result of the data were displayed in the table. The mainly focus was on type of directive speech act based on Searle typology.

Respondent profile

1) Name   :   Muhamad Wiku Chandra Satria

   Gender   :   Male

   Status   :   President of HMJ Literature

2) Name   :   Estina

   Gender   :   Female

   Status   :   knowledge division

3) Name   :   Sarah hekmawati

   Gender   :   Female

   Status   :   Embassy division Coordinator

4) Name   :   Imam baihaqi

   Gender   :   Male

   Status   :   Event Organizer division

5) Name   :   Rengga

   Gender   :   Male

   Status   :   Divisi Event

6) Name   :   Handoko

   Gender   :   male

   Status   :   Treasurer

The following is the data classification based on speakers' name, utterances, and speech acts

No	Speaker's name	Utterance	Speech act
1	Wiku	*Dari september sampai desember, dua minggu sekali materinya tadi jam 10 di fix, sama run down acara*	requesting
2	Wiku	*Perlu dana bantuan nggak, maksudnya dana anggaran*	Asking
3	Estina	*anggaran..anggaran..?*	Asking
4	Estina	*eee perlu dong pak, ee kita kan menjumlahnya susah*	Recommending
5	Wiku	*Maksude itu apa namanya…. perlu sponsor ndag, sponsor ndag, pengen ada sponsor ngga?*	Asking
6	Estina	*Ngga usah*	Forbidding
7	Estina	*Atau mau diisi konsumsi?*	Bidding
8	Wiku	*Ngga usah?*	Checking
9	Wiku	*Ya monggo..*	Bidding
10	Sarah	*Kalo buat konsumsi kalian sendiri ya gapopo ya.. gapopo wik..gapopo..*	Advising
11	Wiku	*Yo monggo*	Bidding
12	Sarah	*Kan yang membiayai kampus*	Advising
13	Wiku	*Ya kalo kalian perlu sponsor ya berarti ya…*	Recommending
14	Estina	*Ngga ah ngga ngga repot ntar malahan*	Forbidding
15	Sarah	*Ya seng ngeki soko kampus yo ra masalah..lumayan..pas ada..*	Advising
16	Wiku	*He'em..* *Itu ada dana buat kita, tapi kita harus punya event*	Advising
17	Sarah	*Kamu mau bikin event apapun, minta berapapun.. insyAllah dikasih*	Advising
18	Estina	*Bahasanya pak.. pilih-pilih kalik*	Recommending
19	Wiku	*insyAllah, memaksimalkan*	Advising
20	Estina	*oke seperti itu sudah estina mau pulang, wassalamualaykum warahmatullahi wabarokatuh*	Begging
21	Sarah	*waalaykumsalam, ati-ati ya*	Advising
22	Rengga	*ati-ati es*	Advising
23	Wiku	*oke event, siap*	Checking

24	Rengga	*Apa hayo..*	Checking
25	Rengga	*Apa..?*	Asking
26	Wiku	*Nahloh kemaren mas bisma ngomong opo*	Checking
27	Wiku	*mati we…ho o pie…kenapa..*	Asking
28	Wiku	*Kemaren mas bisma ngobrol tentang eco culture sama opo kui jenenge.. expo,*	Advising
29	Sarah	*Exponya rencananya kapan? Maret?*	Asking
30	Wiku	*Exponya Katanya maret tahun depan.. maret itu.. itu akhir-akhir pengurusan itu..paling lpj lpj.. lha how?*	Bidding
31	Rengga	*Expo ini…?*	Asking
32	Wiku	*Sik sik siing opak di cekel sopo iki? Embassy ?*	Checking
33	Wiku	*oke..itu di bantu ini ya, event ya?*	Asking
34	Rengga	*Zubair nggenah..tetep mangkat kae*	recommending
35	Imam	*Embassy*	recommending
36	Rengga	*zubair itu sedia..*	recommending
37	Wiku	*Embassy dibantu event..*	recommending
38	Imam	*Opak ngga semua turun.. perwakilan?*	Asking
39	Wiku	*Ini ada…Maksude piye?*	Asking
40	Sarah	*Semua turun, semua turun.. tapi kan yang lebih.. misal pie ya…ngomonge pie ya wik..*	Advising
41	Wiku	*Intens ngobrol tentang ospek, divisi itu..*	Advising
42	Wiku	*yang lain..tinggal eksekusi..*	Advising
43	Sarah	*Mau rencananya nanti..Opak isinya gimana, ntar ada seminar ato pembicaranya siapa..itu kan kaya yang… sing mikir banget itu, tapi kan pasti dibantu sama yang lain..*	Advising
44	Wiku	*Semuanya pasti involved*	Recommending
45	Rengga	*Biasanya embassy itu..*	Recommending
46	Wiku	*Kalo divisi kemaren linguistic malahan*	Advising
47	Sarah	*ganti divisi opo wi ganti-ganti divisi…*	Asking
48	Wiku	*karena ganti divisi ini saya agak bingung dipegang event atau embassy, mbak sarah menyanggupi..sama event.. mbak sarah sama event..*	recommending

49	Wiku	*Oke acara terdekat dulu yang ee ospek, punya gambaran mau dibikin apa, kalo tahun kemaren itu cuma sehari.*	Asking
50	Rengga	*Yang di anu itu to mas..*	Asking
51	Sarah	*Kita kemaren ke…*	Asking
52	Wiku	*Nek Kalian kemaren kemana gatau e*	Asking
53	Sarah	*Plis deh kita kan nganu mereka kan, pertama mereka lah..*	Advising
54	Rengga	*Itu kan enek pak Muntoha yo ho'o, pak J sama Mr.Luthfie..*	Checking
55	Wiku	*Mr J sama pak kurniawan..*	Checking
56	Rengga	*Oh ya sama pak kurniawan..*	Checking
57	Sarah	*Sama pak luthfie, pak J engga tapi..*	Checking
58	Rengga	*Pak J iya mbak*	Checking
59	Sarah	*Pak J iya o? aku lali..*	Asking
60	Wiku	*Pak J iya..*	Checking
61	Wiku	*Gapapa begitu ospeknya sekitar bulan September*	Advising
62	Sarah	*agustus, agustus akhir..september awal*	Advising
63	Imam	*Hla sing dadi Pembina ospek ngko sopo?*	Asking
64	Wiku	*Pembina ospek ketoke raenek*	Advising
65	Sarah	*Ya kalian kalo mau ikut ya gapopo,*	Bidding
66	Sarah	*dadi po wi namane*	Asking
67	Wiku	*MP itu , kalo kemaren ada yang, maksudnya gini, kalo MP yang kemaren itu sistemnya dari pusat, BEM pusat itu ngadain lowongan buat jadi MP, habis itu yang fakultas, itu untuk MP opo.. pusat.. Nah MP fakultasnya ada dari kemungkinan apa ya, kok kemungkinan sih, kan itu dari jurusan apa aja masuk dari MP itu. Nah dipilih yang perfakultas, yang kemaren dapetnya mbak yunisa, mb ihda sama satunya.. khusnul..*	advising
68	Imam	*Khusnul*	Checking
69	Wiku	*Nah saya itu sebenarnya kondisional,*	Advising
70	Sarah	*oh yo, oh yo to?*	Asking
71	Wiku	*saya gak daftar di bem, tapi bem.. bem waktu waktu apa namanya menginginkan hari waktu apa namanya fakultas, opak fakultas saya baru dikasih tau. Nha jadi besoknya saya berangkat*	Advising

72	Sarah	*Sik, hla iki nko kan wes raono bem? Gentine DEMA opo opo kui..apakah masih sama?*	Asking
73	Wiku	*DEMA pusat. Sama...masih sama. ini sudah mulai recruitment kok, kalo pengen MP yo rapopo, boleh..*	Bidding
74	Sarah	*sama?*	Asking
75	Sarah	*Iyo, yo jam 6 yo..?*	Asking
76	Rengga	*Dari rumah.. jam 6?..*	Checking
77	Wiku	*Siap, siap, jam 6 sudah sampai sini, Eh setengah 7 mbak*	Requesting
78	Sarah	*oh setengah 7 to?*	Checking
79	Imam	*zubair*	recommending
80	Wiku	*ya nanti dikoordinir lagi. Mungkin yang, yang temen-temen, mungkin sudah ada yang tertarik buat mentoring..mungkin ya, siapa tau..rapopo.. Kalo dari pusat sistemnya gitu, kalo nanti kita mau merubah yo kita konsul sama pusat dulu, enaknya gimana…*	recommanding
81	Wiku	*Konsep acara seperti apa nanti?*	Asking
82	Wiku	*sudah ada pemikirannya?*	Checking
83	Sarah	*bentar wik, belum aku*	Begging
84	Rengga	*Yang pasti seminar-seminar kaya kemaren.*	recommending
85	Wiku	*Oke, seminar apa?*	Asking
86	Wiku	*Fakultas?*	Asking
87	Sarah	*Kita berarti ngrangkul anak..apa..dosen arab juga..*	Recommending
88	Wiku	*oke. Kalo digabung, kalo digabung di konsulkan, nek kalo digabung kita konfirmasi sama dosennya kita.., kalo pie sik to dibaleni*	Recommending
89	Handoko	*saya mau ijin mas*	Requesting
90	Wiku	*Siap*	Advising
91	Wiku	*Kalo ngga digabung kita konsul dosen, kalo digabung kita sama bahasa arab juga*	Recommending
92	Handoko	*semangat ya… saya mau kerumahnya ini..*	Requesting
93	Wiku	*Ini uange tak kasihne ke kamu sisan pie?*	Asking
94	Sarah	*Sesok wae*	Recommending
95	Wiku	*Divisi keuangan - keuangan, eventnya menuju keuangan ya?*	Checking
96	Handoko	*Usul nama yang tadi dibilangin ya..sisakke…*	Requesting

97	Wiku	*sik baleni-baleni..aku lali*	Asking
98	Wiku	*bukan.. bukan sisa..opo jenenge*	Checking
99	Sarah	*apaan sih*	Asking
100	Wiku	*felaris..*	Checking
101	Wiku	*felar..felar..felar..felarlis…*	Checking
102	Sarah	*opo kui*	Asking
103	Wiku	*felarlis…family of English and Arabic*	Checking
104	Sarah	*literature*	Checking
105	Wiku	*Arabic..literature..ho'o..*	Checking
106	Sarah	*family of..fe,.. tulisane pie?*	Asking
107	Sarah	*felar? Felaris?*	Checking
108	Sarah	*itu apaan?*	Asking
109	Wiku	*Lis itu.. lis itu opo yo mau…lali..yo nko..*	Checking
110	Wiku	*Nah sing opak mau, apakah acaranya mau dibikin kaya kemaren?*	Asking
111	Sarah	*Aku pengen sesuatu yang beda i?*	Bidding
112	Wiku	*apa?*	Asking
113	Sarah	*tapi belum..belum dapet ide..*	Advising
114	Wiku	*Yang beda itu..mungkin…*	Bidding
115	Sarah	*Pie ya.. nko sik..*	Asking
116	Wiku	*Tapi ini sudah dianu ya, range bulannya sudah fix ya..antara agustus sama September. Jadi kalo pengen konsep disegerakan ini sudah Juli, juli*	requesting
117	Sarah	*yo nanti tak minta bantuan*	Begging
118	Wiku	*Juli agustus itu kemungkinan kalian sudah liburan ketoke, jadi ya persiapane sebelum liburan kalo bisa dipersiapkan. Kalo kemaren, acara kemaren sih ndadak, seminggu sebelum hari H baru bikin konsep*	Advising
119	Rengga	*oh sing pas kemaren, opak*	Asking
120	Wiku	*Ho'o tapi ojo ditirulah, mesakkelah*	Begging
121	Sarah	*Kita semua tu acaranya ndadak..kabeh ndadak..*	Advising
122	Wiku	*Nek isoh ojo ndadak lah..*	Advising
123	Rengga	*yo nggo pelajaran*	Advising
124	Sarah	*ho'o pelajaran*	Advising

125	Wiku	*soale ra penak..*	Advising
126	Sarah	*Katane kemaren kurang maksimal*	Checking
127	Sarah	*kita kemaren kecolongan juga kan dari PBI*	Advising
128	Rengga	*Kecolongan apa mbak..*	Asking
129	Rengga	*Sing buka bersma kemaren?*	Checking
130	Wiku	*Dananya di luar perkiraan,kita mlaku-mlaku, hla pas mlaku ternyata… Dananya nombok..*	Advising
131	Sarah	*Otomatis ya aku kudu koordinasi karo cah PBI barang no ya..*	Asking
132	Wiku	*Engga juga nggapapa sih mba, soalnya kemaren kan emang PBI, PBI nawani..karena*	Bidding
133	Sarah	*oh yo makane segala macem itu*	Advising
134	Wiku	*PBI sudah sisan pie? Nek sisan yo tak pesenke sisan..*	Asking
135	Sarah	*Kita harus independent*	Recommending
136	Wiku	*Yo boleh monggo*	Bidding
137	Sarah	*Harus, insyAllah bisa*	Recommending
138	Sarah	*Personile kita banyak..*	Advising
139	Wiku	*opo mau?*	Checking
140	Wiku	*Kalo gitu konsep acaranya bisa dirundingkan kapan ini*	Asking
141	Sarah	*Ntar ak tak ngontek-ngontek sama anak itu*	Bidding
142	Wiku	*he'em, sama anak embassy, siap*	Checking
		Besok bisa?	
143	Sarah	*Kamis ya? Plis kamis, aku meh ngoyak revisianku sesok*	Begging
144	Sarah	*plis ya bos? Mosok tak limpahke mereka..*	Begging
145	Sarah	*Kamis ya? insyAllah..*	Begging
146	Wiku	*Kamis bisa apa ini mbak?*	Asking
147	Sarah	*Yo nek konsepe wes anu tak omongke…*	Advising
148	Sarah	*pie?*	Asking
149	Wiku	*Tapi sudah ngobrol sama event ya?*	Checking
150	Wiku	*Kamis sama event juga…ya… siap?*	Checking
151	Wiku	*ketoke yang di perlukan untuk opak itu dulu*	Advising
152	Sarah	*Ya konsepnya itu to..gimana..*	recommending

Table 1. directive speech act type in formal context classified by Searle Typology

The table above shows the types of speech act by speaker in the formal meeting situation. The participants of the organization said as many as 152 utterances in many types of directive speech act. The type of directive speech act found were requesting, recommending, checking, asking, advising, begging, bidding, and forbidding.

Speaker	Frequency								
	requesting	asking	recommending	forbidding	checking	advising	bidding	begging	total
Wiku	3	18	7	0	18	16	7	1	70
Estina	0	1	2	2	0	0	1	1	7
Sarah	0	14	5	0	5	17	4	4	49
Imam	0	2	2	0	1	0	0	0	6
Rengga	1	4	4	0	5	3	0	0	17
Handoko	3	0	0	0	0	0	0	0	3
	7	39	20	2	29	36	12	6	

Table 2. frequency of speakers' utterances

Speaker	Percentage
wiku	46.0 %
Estina	4.6 %
Sarah	32.2%
Imam	3.9%
Rengga	11.3%
Handoko	2.0 %
Total	100 %

Table 3 the percentage of directive speech act

The data above shows the total of frequency and percentage of the respondent in the formal meeting. the findings show that there are active passive speaker in the student executive board of English Letters Department. This case was caused by some factors, such as age, gender, status and environment. The different level of those factors can create the different communication atmosphere. From the data, it is shown that the active speaker is Wiku. He is the president of student executive board of English Letters Department. He produced 46% directive speech act. Most of them were asking and checking. They have same frequency. As the leader, he tried to create an effective communication to the participants of the meeting. He rarely gave commands to the participants of the meeting. He never used *forbidding* utterance. In this case, he mostly used *asking* and *checking* to the member about the future events. Sarah as the coordinator embassy division produced high speech acts (49 %) in the form of *advising*. She was the person in charge for that event. The level of seniority determines the number of utterances. Sarah is 8th semester student, the oldest person from the others. She was claimed herself having many experiences in organization.

Besides, the passive speaker was Handoko. He only uses 2 % of speech acts in form of requesting in the meeting. In this case, he did not join with the discussion of the group properly. He came late to the meeting and asked to go home soon. He was there for about 5 minutes. The next passive speaker was Imam. He is the 1st year student year. Although his position on the organization was an event organizer, he spoke to his friends rarely and always restated the other member ideas.

Directive speech acts on the type of asking were dominant in the conversation (39 acts). It was becaused of the topic of the discussion. The meeting discussed about the event of *family of English and Arabic.* The discussion needed many things to be questioned. The next type was advising (36 acts). It was used to respond the questions and recomendation. Based on the data, the discussion of student executive board of English Letters Department is less effective, because not at all members of the organization were there. It was caused by the different schedule of the participats. In the personal communication, Wiku as meeting

leader said that the discussion was taken outdoor (out of the room). There was also cancelation on the meeting from the fixed schedule. The situation on the meeting was less appropriate, it was the one of the factors in which the members were less concentrate and just thinking about their own business.

CONCLUSION

There are many different ways speaker utterances. This research has the aim to analyze the speaker utterance in the form of formal situation. The speakers' utterances are affected by some factors such as age, gender, status and the meeting's atmosphere. The active and passive speaker in the meeting can be determined by their status or job description of the organization. The President of student executive board of English Letters Department was the most active speaker. The passive speaker was the person who claimed himself as the junior. *Asking* and *checking* were the most occured on directive speech act by the president of student executive board of English Letters Department. The seniority also determines the members' participation on the organization. The younger members are less productive in talking than the older member.

When conducting the meeting, it should be aware of the appropriate place and time. In this research, the members were less in focus about the topic because they had their own business. Moreover, the meeting was also held in the afternoon, not in the morning.

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