



## TEACHER'S DIRECTIVE ILLOCUTIONARY ACTS IN ENGLISH LANGUAGE CLASSROOM

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### Abstract

The proficiency of the teacher is an important thing to achieve the goal of studying in class. Teachers can use many utterances such as commanding, requesting and also suggesting to students to control the class while teaching and learning progress is going on. Directing an utterance to students should be done rightly to make the messages of utterances conveyed to the students in the class. This research was conducted to find out the types and how the way teacher used directive illocutionary acts in English language classrooms at a course in Bandar Lampung. This research also explains the context of meaning inside of the utterance that was spoken by the teacher in the class while delivering the material. In addition, the qualitative method was applied in this research. In particular, seventeen utterances are categorized as command type of directive illocutionary act, with 73,92% of it. Meanwhile, four utterances are categorized as request type of directive illocutionary acts with 17,39% of it. The last type of directive illocutionary act is request and the writer found two utterances with 8,69% of it.

**Keywords:** Directive Illocutionary Acts, English Language Classroom, English Course, Teacher

### INTRODUCTION

Teachers' capability in the class is help the students to improve their skills. However, based on de Jager & Evans, (2013) some teachers cannot give the direction or instruction to their students well, whether in accomplishing the course's goal or supervising them as they complete their work. A teacher's prowess in delivering effective instruction is pivotal. This proficiency hinges on possessing a solid command of the language, which enables them to articulate concepts clearly and respond to students' queries adeptly. Equally vital is their adeptness in employing diverse pedagogical techniques that cater to varied learning styles and aptitudes, thereby fostering an engaging and inclusive atmosphere.

Directive illocutionary act is a part of speech acts that studies on getting the listener to do what the speaker wants (Kreidler, 2013). In an English language classroom, directive illocutionary acts are used by the teacher in the class to make the students to do the tasks based on the study plan. A study plan is usually made by the teacher to fulfil the needs of the students (Rido, 2020) and to ensure they achieve the study plan, directive illocutionary acts are important to use by the teacher in the class while conveying the material. If the teacher is unable to direct someone effectively, it will be seen at the end of the class, the student will not get the purpose of the teaching-learning process linked to the study plan, especially for people who do not speak English daily (Hutauruk & Puspita, 2020; Puspita, 2019).

The capacity of teachers to educate and assist students in achieving the goals of the course will be helpful in their future careers or their purposes after finishing their program (Afrianto & Gulö, 2019; Puspita & Amelia, 2020; Rido, 2020). Teachers should know how to direct instruction in the class to get the students to understand the direction's meaning. Thus, it is crucial to discuss pragmatics theory in speaking English class in a course context. Based on Yule (1996), pragmatics is the study of meaning produced by the speaker or writer, and the listener will understand the utterances produced by the speaker. Consequently, pragmatics fits in this study to examine utterances produced by teachers that lead the class clearly to make students understand what they said and do the teacher's command, suggestion, or request ideally.

## LITERATURE REVIEW

Some studies on directive illocutionary acts conducted in the educational context have been studied previously. Studies by Prasetyo & Mulyani (2018); Rahim (2022); Yanti et al., (2021) at the senior high school level investigated teachers' utterances. Their study proves teachers used many kinds of speech acts in their utterances while teaching and learning in the class. Based on Yanti, et al., (2021) directive speech acts are the most frequently used by the teacher in the class. Rayhana (2020) from different contexts conducted her study at the course with junior high school level. The study classifies teachers' directive illocutionary acts and identifies students' responses. This study proves that directive illocutionary acts are frequently used in class. From the UK context, Stephenson, (2019) investigates how university students employ commands during discussions. According to the analysis, a speaker's design turn can reduce the relative deontic power of a directive, and directives with low entitlement are more likely to be accepted than those with solid entitlement.

## METHOD

A qualitative technique was used in this study. To analyze data in a qualitative technique, statistical methods are not used; instead, analysis is done by applying word-based data (Afrianto, 2022; Pranoto & Suprayogi, 2020; Rido et al., 2020). The qualitative technique is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018). The gathering of information from the instructor and course participants while a speaking lesson is being conducted is recorded on video. During English language class, the researcher will record a video. This study will be conducted at Bandar Lampung in an English language course, using information from a speaking class to define directive illocutionary acts. It takes intuition to gather data and analyze it (Afrianto et al., 2021; Puspita & Pranoto, 2021).

Visual evidence can be obtained by recording a video. This study will use the recording video technique to collect the data because, based on Creswell & Creswell (2018), one advantage of using this technique is that the researcher has the proof of the actual situation to see the participants' reality in the video. The first step to collecting the data in this study is asking permission from the supervisor in the course to observe a class and then preparing a class that will be observing. The researcher will record the class using Realme mobile phone and also using a tripod to make the video stable, after which a screenplay will be written to observe it. While to analyse the data is, first transcribing the video already collected by the researcher using the "Transcriptor" app and also doing a double check for each utterance, then giving a code on each utterance, T for the teacher and S for the student. After that, the data from the video recording will be sorted into several categories focused on this research. The last step is to discuss and conclude the data based on Kreidler, (2013) type of directive illocutionary act.

## FINDINGS AND DISCUSSION

There are some codes that the writer uses to categorize the data, which are V stands for video, CM stands for command, RQ stands for request, SG stands for suggestion, and there are numbers after the code, which means an order of the data.

There are two videos with two different teachers in each video that the writer uses as data to analyze types of directive illocutionary acts and how the teacher used directive illocutionary acts. The first teacher is Mr A, and the second is Ms R; they are the teachers of the speaking class in a course—three kinds of directive illocutionary acts found in the videos: command, request and suggestion. The most dominant that teachers used is command type, the second dominant classification is request, and the last one is suggestion type. To simplify it, analyze types of teachers' directive illocutionary acts in speaking class at a course. Below is the table that shows the result.

Table 1. The Result of Directive Illocutionary Acts Types Analysis

Types	Frequently	Percentages (%)
Command	17	73.92
Request	4	17.39
Suggestion	2	8.69

Based on two videos in this research, the writer reveals directive illocutionary acts types in speaking English language class at a course. The types of directive illocutionary acts based on Kreidler, (2013) are command, request, and suggestion. Based on the analysis in this research, 73,92% of the utterances are categorized as command types. The total of commands used by the teacher is seventeen utterances. This type is

the most dominant used by teachers in this study. Besides the dominant utterances of command, there is 17,39% of utterances categorized as request types with a total of four utterances used by the teacher to request the students in the class. The last type of directive illocutionary that is found in those two classes is the suggestion. There is 8,69% of the utterances are categorized as suggestion types and the frequency of that is two utterances of suggestion. Therefore, this research conveyed that the types of directive illocutionary acts are able to find in the speaking English language class a course

### **Command**

The command is an utterance that means the speaker has the right or duty to command the hearer. The first teacher in speaking English language class at a course used commands 14 times, while the second teacher used commands three times. Below is the data of the command type of directive illocutionary acts.

#### **Datum 2**

[V1-CM2]...

T: Good afternoon

S: Good afternoon

T: **Louder!** Good afternoon, guys.

S: Good afternoon.

...

*Topic: Hobbies, 11 students, Intermediate level.*

The second command in the first video is "Louder!" utterances produced by Mr A to get students to speak louder. In this context, Mr A still wants students to speak louder to answer his greetings. However, the students are still on business; they do not pay attention to Mr A. Because of that, they speak softly. After this second command that Mr A gives his students, they answer with spirit, and all of them give their attention to Mr A standing in front of the class. The bold directive utterance spoken by the teacher can have a significant impact on making students focus in class and pay attention to the teacher. Therefore, the second datum is categorized as a command because the teacher wants students to do what the teacher said, and the utterance has a verb indicating a command type of directive illocutionary acts. This utterance is similar to the utterance of command that was found in Rayhana, (2020) research. She also found a command with the same utterance "louder" in the context of instructing the student to speak louder because the voice of the student cannot be heard by others. Another utterance classified as command type can be described below.

### **Request**

A request is an expression of what the speaker wants the addressee to do or refrain from doing. The first video with Mr A used two utterances with request type. Meanwhile, Ms. R in the second video used two utterances with request type. The teacher utilized the interrogative clause to assist students in learning the course materials (Kuswoyo, 2021).

#### **Datum 21**

[V2-RQ2]

...

T: **Question, please?**

...

*Topic: Invention, 6 Students, Intermediate level.*

After the teacher explains the material to students in the class make an activity to fulfil the study plan. At the end of the class, the teacher commonly asks students to ask a question related to the material that already been explained. However, in this class, no student has a question. In this context, there are two possibilities if students are not having a question, the first possibility is students already understand the material and the second one is students do not dare to ask a question. Moreover, the utterance is classified as request type because the context meaning in the utterance is teacher asks a request to students to give a question. This finding of datum 21 is similar to Rayhana, (2020) finding, she finds the utterance "any question?", even though the utterance is not specifically the same but the purpose is the same which wants the hearer to ask a question. Besides the request type in directive illocutionary acts, other types of directive illocutionary acts are found in speaking English language classes in a course.

### **Suggestion**

The suggestion is the utterances used by the speaker to give his opinion to the addressee as to what the addressee should or should not do. Suggestions can be found in two videos. Therefore, the first teacher used one suggestion, and so does the second teacher. Opening, body, and closing are the three main components of a teaching-learning (Kuswoyo, H., et al 2020; Rido, A., et al 2023), a suggestion commonly appears in the closing phase.

#### **Datum 22**

[V1-SG1]

...

T: OK. Alright, guys. Thank you for coming along here guys. I love so much your spirit today and **I think you need to rest a bit for today.**

...

*Topic: Hobbies, 11 Students, Intermediate level.*

At the end of the class, the teacher delivers his impression of the class and also the opinion to students to make better performance of students. Datum 22 which is bold above is classified as a suggestion type of directive illocutionary acts. The opinion from a teacher is conveyed to the students to rest a bit to make the spirit of students filled again for tomorrow's meeting. In this context, the students not only join the speaking class, but also before the speaking class they were joining some other classes on that day. The utterance that is spoken by the teacher suggests the hearer to do an act. Therefore, the hearer is having the option to do or obey the suggestion because suggestion is only the opinion conveyed by the speaker to the hearer. Another utterance classified as a suggestion type can be described below.

### **CONCLUSION**

After the analysis, the writer found that between two videos from two speaking English language classes, twenty-three utterances from two English teachers are categorized as directive illocutionary acts of their types and also able to indicate the way the teacher used directive illocutionary acts on the class. In particular, seventeen utterances are categorized as command type with 73,92% of percentages. Meanwhile, four utterances are categorized as request types of directive illocutionary with 17,39% of percentages. The last type of directive illocutionary acts is found in this research, two utterances are categorized as suggestion type with 8,69% of percentages. In addition, the writer analyzes the implementation of teachers in speaking English language class at a course that used directive illocutionary.

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