

**AN ANALYSIS OF DIRECTIVE
ILLOCUTIONARY ACTS PERFORMED BY THE
ENGLISH TEACHER IN TEACHING AND
LEARNING PROCESS AT THE EIGHTH GRADE
OF SMP NEGERI 2 JETIS**

THESIS



By

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ABSTRACT

SORAYA, ZULFA K. 2019. *An Analysis of Directive Illocutionary Acts Performed by the English Teacher in Teaching and Learning Process at the Eighth Grade of SMP Negeri 2 Jetis.* Thesis, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies of Ponorogo. Advisor: Winantu K. S. A., S.S., M.Hum.

Keywords: *Speech Act, Teaching and Learning Process, and Directive Illocutionary Acts.*

Directive Illocutionary Acts is the utterances intended someone to do something. In teaching and learning process, speech acts which is mostly performed by the teacher is directive illocutionary acts. The main function of directive illocutionary acts is to affect the students to perform the action based on the teacher instruction. The teacher's utterances stimulate the students to response and determine the activity.

The purpose of this research is to find the types of Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the Eighth grade of SMP Negeri 2 Jetis in academic year 2018/2019, analyze the English teacher in performing them, and analyze the students' reaction toward them.

This research applied qualitative approach. In this research, the researcher used documentation to find the types of Directive Illocutionary Acts and the students' reaction during teaching and learning process and interviewing with to find the reasons why the English teacher performed Directive Illocutionary Acts.

Meanwhile, the researcher used document or content analysis to analyze the data which had been collected from documentation and the interviewing.

The researcher found 9 types of Directive Illocutionary Acts which had been performed by the English teacher in 94 utterances. They were 18 utterances of direct, 27 utterances of request, 27 utterances of ask, 4 utterances of tell, 17 utterances of command, an utterance of forbid, an utterance of suggest, an utterance of warn, and 2 utterances of beg. Then, there were 4 reasons that the teacher performed Directive Illocutionary Acts in teaching and learning process. 28 utterances represented elicitation, instruction was used in 61 utterances, 4 utterances represented attention-getter, and suggestion was used in an utterance. Meanwhile, based on Directive Illocutionary Acts which had been performed by the English teacher, the students gave reactions toward those in 49 utterances. They were 9 utterances of persuading, 14 utterances of inciting, and 26 utterances of enlightening.

The researcher underlined that there are nine types of Directive Illocutionary Acts performed by the English teacher at the Eighth grade of SMPN 2 Jetis. They are *direct*, *request*, *ask*, *tell*, *command*, *forbid*, *suggest*, *warn*, and *beg*. In addition, there are four reasons of performing Directive Illocutionary Acts by the English teacher. They are *elicitation*, *instruction*, *attention-getter*, and *suggestion*. The last, there are three perlocutionary acts or students' reaction toward Directive Illocutionary Acts. They are *persuading*, *inciting*, and *enlightening*.

The result of this research is expected to give brief explanation of Directive Illocutionary Acts for the English teacher and the students deeply. Then, the

students are expected to more excited and enthusiastic in learning process. Furthermore, the researcher also suggested to further researchers to continue conducting the research about directive illocutionary acts and find all of the functions and the reaction toward it, because in this research, the researcher does not find all of the functions and the reactions of directive illocutionary acts.



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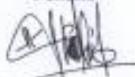
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CHAPTER I

INTRODUCTION

A. Background of the Study

As a human being, every people communicate with the others. The purpose of communication itself is to express mind, feelings, ideas, and emotions by using gesture or body movement, action, signal, and sound. In the other hand, they need language in their communication to chat each other and also take and give the information.

One terms of language produced are via utterance. Utterance does not only to explain speaker's mind, but also to show the relationship between speaker's mind and its utterance. The relationship can be seen through speech act. Furthermore, speech act is the study of meaning

and the function of an utterance. Speech is used to clarify what speaker does. Austin defined that speech acts as the actions performed in saying something.¹ Generally, an action performed via utterances are called speech acts, and commonly give more specific labels, such as apology, compliment, invitation, complain, promise, or request.

The act that is used to accomplish some communicative purposes, such as asking, ordering, suggesting, requesting, informing, advising, and greeting defined as illocutionary act. According to Searle, there are four forms namely assertive, directive, commissive,

¹ Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students* (USA: Routledge, 2002), 16.

expressive, and declaration.² Furthermore, an assertive is an illocutionary act which is influenced by the speaker's belief; directive is an illocutionary act where the speaker wants the hearer to do or not to do something; commissive is an illocutionary act which commits the speaker to do the action in the future; expressive is an illocutionary act that expresses his feelings about an event; and declaration is an illocutionary act which is uttered by the speaker to change the state of affairs in the world. In this research, illocutionary acts become special studies rather than locutionary acts and perlocutionary acts. An illocutionary acts is so difficult to be identified because they have to consider who the speaker and hearer are, when and where the conversation

² John Searle, *Expression and Meaning: Studies in the Theory of Speech Acts* (USA: Cambridge University Press, 1979), 12.

happen. It causes illocutionary acts become center to understand speech acts.

In English teaching and learning process, the teacher utterances are important for the source of the target language and a means of classroom management. Teacher utterance is the language used or performed by the teacher that is motivated to communicate with the students. The teacher utterances during teaching and learning process that takes up a major portion of class time employed to give the direction, explain the activities, and check the students' understanding. An action of communication that is performed through the teacher utterance in classroom can be defined as speech act.

Based on the research observation in SMP Negeri 2 Jetis, which is located in Karanglo,

Ngasinan, Jetis, Ponorogo Regency, on 17th September - 20th October 2018 in teaching and learning process of Eighth Grade class, the researcher is interested to analyze speech act, especially directive illocutionary acts performed by English teacher in teaching and learning process because speech acts which is mostly performed by the teacher is directive illocutionary acts. The main function of directive illocutionary acts is to affect the students to perform the action based on the teacher instruction. While, the general function of directive illocutionary acts include the utterance of commanding, requesting, inviting, forcing, advising, charging, ruling, urging, begging, challenging, giving the instruction, and other actions which are expressed with imperative sentences.³

³Joan Cutting, *Pragmatics and Discourse: A*

For example *Today is very hot. Turn on the fan, please!* It means that the teacher asks the students to turn on the fan because the teacher feels very hot. In this sentence, it has the form, *please!* or it is imperative sentence. Therefore, it is called a command in directive illocutionary act. Moreover, directive illocutionary acts performed by the teacher in this example include one of commanding, and commanding includes one of the examples of competitive function of directive illocutionary acts. Afterwards, the student acts based on the teacher's utterance. The students perform perlocutionary acts as the effect of directive illocutionary acts performed by the teacher through turning on the fan. However, if the students do not understand the teacher's utterance,

the students will not give reaction toward it. Then, the teacher will repeat the utterance slower and clearer when pronounces it.

Because of those reason, it is needed to embody an effort on the part of the teacher to get the students to do something and to 'direct' him or her towards some goals. It is chosen since the teacher holds crucial roles by using directive illocutionary acts to influence the students. The teacher's utterances will stimulate the students' to response and determine the activity that is done by the students. Based on this case, the students practice the language by responding to what the teacher says.

B. Research Focus

Based on the problem which is found in observation, the researcher focuses in an analysis

of the types and functions of Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the Eighth Grade of SMP Negeri 2 Jetis.

C. Statements of the Problems

Based on the background of the study, the researcher formulates some problems in the following research questions:

1. What are the types of Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis?
2. Why does the English Teacher perform Directive Illocutionary Acts in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis?

3. How are the students' reactions toward Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis?

D. Objectives of The Study

Concerning with the problem statements, this study has some objectives described as the following:

1. To find the types of Directive Illocutionary Acts performed by the English Teacher in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis.
2. To analyze why the English Teacher performs Directive Illocutionary Acts in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis.

3. To analyze the students' reactions toward Directive Illocutionary Acts performed by the English Teacher in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis.

E. Significances of the Study

This research study is expected to give a valuable contributions presented as follow.

1. Theoretical significances

Related to the theoretical significance, the researcher hopes that this research give a valuable contribution for developing the linguistics theory especially in pragmatics aspect. In other hand, this research is expected to rich the knowledge and references of Directive Illocutionary Acts.

2. Practical significances

a. The teacher

The English teacher uses language in teaching and learning process to determines a large degree whether a class will succeed or not. Therefore, the result of this research is expected to give brief explanation of Directive Illocutionary Acts for the English teacher and the students deeply.

b. The students

The students are expected to more excited and enthusiastic in learning pragmatics. For the simple example are write an essay or their daily conversation.

c. The other researchers

The result of this research can be used as a reference for the other researchers who conduct similar topic of this research related to the analysis of Directive Illocutionary Acts.

F. Organization of the Thesis

The thesis will be divides into six chapters as follow.

Chapter I provides the introduction of the thesis. It introduces the whole of the research content which involves: background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis.

Chapter II consists of review of related literature. It discusses about theoretical background and previous research findings.

Chapter III is research methodology. It explains about research design, researcher role, research location, data source, technique of data collection, technique of data analysis, data credibility, and research procedure.

Chapter IV is findings. It discusses about general data description and specific data description.

Chapter V is discussions. It discusses the research result.

Chapter VI is closing. It explains about the conclusion of the study and recommendations as the end discussion content series of the thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

Theory is necessary in conducting a research as it is used to make the research clearer. In this chapter the researcher explains several theories related to directive illocutionary act as the basic of the research as well as the way to analysis the data. Those theories are:

1. Speech Acts

a. Definition of Speech Act

Austin defined speech acts as the actions performed in saying something.

Speech act theory said that the action performed when an utterance is produced

can be analyzed on three different levels.⁴

The first level is when the form of the words uttered. It is known as locutionary act. The second level is illocutionary act or what the speakers doing with the words. For examples are asserting, inviting, advising, promising, ordering, excusing, and apologizing. Furthermore, the last level is perlocutionary act or the act that is done by uttering the words. It is the effect from the hearer or the hearer's reaction.⁵

Stating the same idea, George Yule also said that speech act is describing actions such as requesting, commanding,

⁴ Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, 16.

⁵ *Ibid*, 16.

questioning, or informing.⁶ It can be defined that people can perform an action by saying something without need to do an action physically. Normally, the speaker expects that the communicative intention will be recognized by the hearer.⁷ So that, the utterances would be sufficient in performing an action.

From the definitions above it can be concluded that speech acts are utterances containing action in communication which consider the aspects of situation from the speaker. It can be interpreted as a result of the

⁶ George Yule, *The Study of Language*, 4th ed (United Kingdom: Cambridge University Press, 2010), 133.

⁷ George Yule, *Pragmatics* (Oxford: Oxford University Press, 1996), 47.

process of speech acts in its meaning and used in certain situation.

b. Classification of Speech Acts

Austin said that in a place of the initial distinction between constatives and performatives, a three-way that are performed when language is put to use, namely the distinction between locutionary, illocutionary, and perlocutionary acts.⁸

1) Locutionary Act

According to Austin locutionary acts are acts of speaking which are involved in the construction of speech, such as uttering certain sounds or making certain marks, using particular

⁸ Laurence R, Horn and Gregory Ward, *The Handbook of Pragmatics* (United Kingdom: Blackwell Publishing, 2004), 54.

words and using them in conformity with the grammatical rules of a particular language and with certain sense and certain references as determined by the rules of the language from which they are drawn.⁹

For example: *The coffee tastes great.*

This sentence means that the speaker informs the hearer about the taste of the coffee, without any attention to perform an act or to influence the hearer. This speech act only expresses language, understanding the intention of the speaker is not needed.

2) Illocutionary Act

Austin states that illocutionary acts are acts done in speaking (hence

⁹ Horn and Ward, 54.

illocutionary), including and especially that sort of act that is the apparent purpose for using a performative sentence: christening, marrying, and so forth.¹⁰ Austin called attention to the fact that acts of stating or asserting, which are presumably illocutionary acts, are characteristic of the use of canonical constatives, and such sentences are, by assumption, not performatives.¹¹

3) Perlocutionary Act

Austin's categories of acts are the perlocutionary act which is a consequence or by-product of

¹⁰ *Ibid*, 54–55.

¹¹ *Ibid*, 55.

speaking, whether intended or not.¹²

As the name is designed to suggest, perlocutions are acts performed by speaking. It consists of the production of effects upon the thoughts, feelings, or actions of the addressee(s), speaker, or other parties.¹³

According to Austin, a perlocutionary act is an act performed by saying something, and not in saying something. Persuading, angering, inciting, comforting, and inspiring are often perlocutionary acts.¹⁴

Moreover, Leech adduced that there are several verbs which mark

¹² *Ibid*, 55.

¹³ *Ibid*, 55.

¹⁴ J. L. Austin, *How to Do Things with Words* (Great Britain: Oxford University Press, 1962).

perlocutionary acts. Some of these verbs include persuading, convincing, scaring, comforting, and insulting.¹⁵

On the other hand, Searle also argued about perlocutionary acts. Searle said that arguing or saying something will often produce certain consequential effect upon the feelings, thoughts or actions of the speaker we shall call the performance of an acts is kind of performance of perlocutionary acts.¹⁶

Based on what has been explained by Austin, Leech, and Searle above, there are several verbs which are

¹⁵ Geoffrey N. Leech, *Principle of Pragmatics* (USA: Longman Inc, 1983).

¹⁶ John R. Searle, *Speech Act: An Essay in the Philosophy of Language* (USA: Cambridge University Press, 1969).

aspects in the use of perlocutionary acts, namely persuading, angering, inciting, comforting, inspiring, convincing, scaring, insulting, and enlightening.

a) Persuading, induce (someone) to do something through reasoning and argument. For example: *It's hot in here*. It means that the speaker persuade the hearer from this utterance to turn on the AC.

b) Angering, fill (someone) with anger or provoke anger in. For example: *It's gonna be easy to beat you up*. It means that the speaker offends the hearer in order to the hearer feel anger.

- c) Inciting, urge or persuade (someone) to act in a violent or unlawful way. For example: *Shot him or hand over the gun!* It means that the speaker persuades the hearer in unlawfulness.
- d) Comforting, serving to alleviate a person's feelings of grief or distress. For example: *You're still the best.* It means that the speaker supports or consoles the hearer in a certain context.
- e) Inspiring, fill (someone) with the urge or ability to do or feel something, especially to do something creative. For example: *Don't ever stop and keep trying.* It

means that the speaker supports the hearer in order to keep spirit on his/her goals.

f) Convincing, capable of causing to believe that something is true or real. This makes somebody believe that something is true. For example: *Fire!*. It means that the speaker convinces the hearer that the fire was happened. In this context, the speaker hope that the hearer will exit this room.

g) Scaring, cause great fear or nervousness in. This is frighten somebody to something which happened. For example: *There is a spider on your lap.* With this

utterance, automatically the hearer will feel fear.

h) Insulting, speak to treat with disrespect or scornful abuse. For example: *You are poor, don't expect too much.* It means that the speaker insult the hearer because of the social status.

i) Enlightening, give somebody more knowledge or understanding of something. For example: *If you don't do your reading, you will fail your exams.* The aims of this utterance is to explain about the impact if he/she doesn't do reading.

From Austin's statement, it can be concluded that locutionary acts are acts of speaking that are constructed by certain marks using particular words. Meanwhile, illocutionary acts are acts that are done by the hearer based on the speaker's utterance, and perlocutionary acts are the reactions that are performed by the hearer based on the speaker's utterances.

In line with this, George Yule classified speech act into two kinds, they are direct speech act and indirect speech act.¹⁷

¹⁷ *Ibid*, 134.

Structures

Functions

Did you eat the pizza? Interrogative

Question

Eat the pizza (please)! Imperative Command
(Request)

You ate the pizza Declarative Statement

An interrogative structure such as *Did you...? Are they...? Or Can we...?* is used with the function of a question, it is described as a direct speech act. The utterance which has a declarative structure and would be used to make a statement is also called as a direct speech act. Meanwhile, in the second example above, it is not really asking a question about someone's ability. In fact, it doesn't use

this structure as a question at all, but normally it uses to make a request, where it uses a syntactic structure associated with the function of a request.¹⁸ This is an example of indirect speech act.

According to Searle, if a speaker uses a direct speech act to communicate the literal meaning that the words conventionally express; there is a direct relationship between the form and the function.¹⁹ On the other hand, Searle explained that someone using an indirect speech act want to communicate a different meaning from the apparent surface meaning; the form and function

¹⁸ *Ibid*, 134.

¹⁹ Cutting, *Pragmatics and Discourse: A Resource Book for Students*, 19.

are not directly related.²⁰ The reason why indirect speech act used is seems to be that actions such as requests, presented in an indirect way (*Could you open the door for me?*), are considered to be more gentle or more polite in our society than direct act (*Open the door for me!*). Exactly, why it is considered to be more polite is based on some complex social assumptions.

Based on those statements, it can be defined that direct speech act is act that is performed via utterances and has literal meaning. So, the hearer automatically understand what the speaker means. But, in indirect speech act the speaker hopes that the hearer gets the implicit meaning from the utterances. Then, the hearer must

²⁰ *Ibid*, 19.

be considerate to do something as the speaker's want.

2. Illocutionary Acts

a. Definition of Illocutionary Act

Mostly well-formed utterances do not produce without purpose. An utterance is formed with some kind of function in mind. Indeed, the term *speech act* is generally interpreted quite narrowly to mean only the illocutionary force of utterance. Therefore, the illocutionary acts perform via communicative force of an utterance, because it is uttered to make a statement, an offer, an explanation, or for some other communicative purpose.²¹

Illocutionary act is the minimal units of human communication or a part of

²¹ Yule, *Pragmatics*, 48.

speech acts.²² It is performed by the utterance of expressions, and this fact motivates the introduction of yet another speech act notion, that of the utterance act: an utterance act consists simply in the utterance of an expression. Some examples of these are statements, questions, commands, promise, and apologies.

That means, illocutionary acts are a language act that serves to state or inform something by the speaker to the hearer and it is used to make a course of action. So, the hearer gets the meaning of the speaker's utterances and does what he/she wants.

²² John R. Searle and Daniel Vanderveken, *Foundations of Illocutionary Logic* (New York: Cambridge University Press, 1985), 1.

b. Classification of Illocutionary Acts

Illocutionary acts have many types. It includes telling, warning, asking, offering, ordering, thanking, congratulating, firing, and appointing. According to John Searle these act differ principally in what he called their illocutionary point, their primary publicly intended perlocutionary effect.²³ The speakers are trying to get their addressees in making request to do something. Searle divides illocutionary act into five main categories.²⁴

1) Assertives/Representatives

Assertives/representatives are the acts in which the words state what the

²³Joanne L. Miller and Peter D. Eimas, *Speech, Language, and Communication*, (New York: Academic Press, 1995), 373.

²⁴*Ibid*, 11:373–74.

speaker believes to be the case, such as describing, claiming, hypothesizing, insisting, and predicting.²⁵ In assertives/representatives illocutionary acts is the utterances which report the statements of fact verifiable as true or false.²⁶ The point of an assertive is to get the addressees to form or attend to the belief that the speaker is committed to a certain belief.²⁷ Assertive can be ranged from simple assertions through predictions, notifications, confessions, denials,

²⁵ Cutting, *Pragmatics and Discourse: A Resource Book for Students*, 17.

²⁶ Charles F. Meyer, *Introducing English Linguistics* (New York: Cambridge University Press, 2009), 50.

²⁷ Joanne L. Miller and Peter D. Eimas, *Speech, Language, and Communication*, 11:373.

retorts, conjectures, suppositions, and many others.

The examples of the speaker representing the world as he or she believes it is. *Bogor is 60 km from Jakarta.* When use an assertive/representative, the speaker makes words fit the world (of belief).²⁸

Based on the factuality, the distance of Bogor and Jakarta is about 60 km. and it is called as assertive/representative act.

From those explanations above, it can be concluded that assertive/representative is illocutionary act related to the factual

²⁸ Yule, *Pragmatics*, 53.

thing. Usually it is performed to express something real.

2) Directives

Directive illocutionary act is that the utterances intended to get someone to do something.²⁹ Directive can be ranged in force from mild hints to commands, and they vary on other dimensions. While, the point of directive is to get the addressees to do thing.³⁰

The examples of directive acts are, *Could you close the window?* When use directive, the speaker attempts to make the world fit the words (via the

²⁹ Meyer, *Introducing English Linguistics*, 50.

³⁰ Joanne L. Miller and Peter D. Eimas, *Speech, Language, and Communication*, 11:373.

hearer).³¹ Furthermore, in that example the speaker asks the hearer to close the window.

From the example above, it means that directive is the utterances which are used by the speaker to ask or to tell the hearer in order to the hearer gives the effect (perlocutionary acts) based on the speaker's utterances.

3) Commissives

The commonest commissive is the promise. A promise can be absolute or conditional, and when it is conditional, it is called an offer. The point of a commissive is to commit the speaker

³¹ Yule, *Pragmatics*, 54.

to some future action.³² They are promises, threats, refusal, pledges, and so on, they can be performed by the speaker alone, or by the speaker as a member of a group. *I promise to be on time.* When use a commissive, the speaker undertakers to make the world fit the words (via the speaker).³³ This example can be called as commissive because the speaker commits or promises to the hearer to come or to be on time.

4) Expressives

Expressives includes thanking, greeting, congratulating, apologizing, well-wishing, and many other. The

³² Joanne L. Miller and Peter D. Eimas, *Speech, Language, and Communication*, 11:373.

³³ Yule, *Pragmatics*, 54.

point of an expressive is to express certain psychological feelings towards the addressees.³⁴ In other hand it means that utterances expressing speaker attitudes.³⁵ While, this groups includes acts in which the words state what the speaker feels, such as apologizing, praising, congratulating, deploring, and regretting.³⁶

For the example, *I'm sorry for what I have done!* When use an expressive, the speaker makes words fit the world (of feeling).³⁷ This example expresses the speakers'

³⁴ Joanne L. Miller and Peter D. Eimas, *Speech, Language, and Communication*, 11:374.

³⁵ Meyer, *Introducing English Linguistics*, 50.

³⁶ Cutting, *Pragmatics and Discourse: A Resource for Students*, 17.

³⁷ Yule, *Pragmatics*, 53.

feeling that he/she regrets for his/her mistake. So that, expressive illocutionary act can be defined as utterance which is used to express someone's feeling. It can be pleasure or sadness feelings. On the other hand, praising and blaming also includes one of the kinds of expressive illocutionary act.

5) Declarations

Declarations take place within institutions such as the law, the church, and organized games. According to George Yule, Declarations are those kinds of speech acts that change the world via their

utterance.³⁸ The speakers do certain things by virtue of their institutional roles as judges, priests, or referees. The point of a declarative is to affect an institutional state of affairs.³⁹

As the example in illustrate, the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately. *I declare this meeting adjourned.* The speaker declares or announces to the hearer that the meeting is adjourned.

When use a declaration, the speaker changes the world via words.

It means that declaration is one of

³⁸ *Ibid*, 53.

³⁹ Clark and Bly, *Pragmatigs and Discourse*, 11:374.

illocutionary act which is used to declare something and to affect the hearer.⁴⁰

3. Directive Illocutionary Acts

a. Definition of Directive Illocutionary Act

Directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act.⁴¹ It is prospective; one cannot tell other people to do something in the past. Like other kinds of utterances, a directive utterance presupposes certain conditions in the addressee and in the context of situation.

For examples ordering, demanding, and requesting convey a proposition about a

⁴⁰ Yule, *Pragmatics*, 53.

⁴¹ Charles W. Kreidler, *Introducing English Semantics* (USA: Routledge, 1998), 189.

future act of the addressee that the speaker desires. Meanwhile, the point is to try to get the addressee commit to making the proposition true.⁴²

It means that directive illocutionary acts is the utterances which are used by the speaker to ask or to tell the hearer in order to the hearer gives the effect (perlocutionary acts) based on the speaker's utterances.

b. Types of Directive Illocutionary Acts

According to Herbert H. Clark, directive illocutionary acts fall into two major classes: request for nonlinguistic actions (as with most commands and

⁴² Patrick Griffiths, *An Introduction to English Semantics and Pragmatics* (Edinburgh: Edinburgh University Press, 2006), 152.

suggestions), and request for linguistic actions (as with most questions).⁴³

In line with this, Charles W. Kreidler stated that there are three kinds of directive illocutionary acts that can be recognized: commands, requests, and suggestions.⁴⁴

1) Commands

A command is effective only if the speaker has some degree of control over the actions of the addressee.⁴⁵ It can be produced with various degree of explicitness. For example, *Clean the whiteboard!* It means that the speaker orders or gives command to the hearer to clean the whiteboard.

⁴³ Clark and Bly, *Pragmatics and Discourse*, 11:373.

⁴⁴ Kreidler, *Introducing English Semantics*, 190.

⁴⁵ *Ibid*, 190.

2) Requests

A request is an expression of what the speaker wants the addressee to do or refrain from doing.⁴⁶ It does not assume the speaker's control over the person addressed. For example, *Would you mind if I ask your help?* It means that the speaker ask the hearer to help him/her to do or give something.

3) Suggestions

Suggestions are the utterances we make to other persons to give our options as to what they should or should not do.⁴⁷ The speaker expresses an opinion about the addressee's choice of performance, while the

⁴⁶ Kreidler, 190.

⁴⁷ *Ibid*, 191.

addressee is the suggestee, not the addressee. For example, *I advise you to buy a good dictionary*. It means that the speaker gives the hearer suggestion to buy a good dictionary.

Stating the same idea, Searle said that the directives can be divided into several types: direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray.⁴⁸

⁴⁸ Searle and Vanderveken, *Foundation of Illocutionary Logic*, 198.

1) Direct

The primitive English directive verb is direct, which it uses as a name for the whole set of directives. Most directives in English have special mode of achievement of their illocutionary point.⁴⁹ The attempt to get the hearer to do something is made in a mode where refusal is precluded.

It can be defined that direct is an instruction from the speaker which cannot be refused by the hearer. Furthermore, one of the forms of direct is giving directions.

For the example, *Cross the junction and keep going for about 1 mile*. It means that the speaker just

⁴⁹ *Ibid*, 198.

gives the direction, and the hearer does the speaker's direction without any refusal.

2) Request

A request is a directive illocution that allows for the possibility of refusal. It can be granted or refused by the hearer.⁵⁰ Request can be defined as the paradigmatic directive verb, but since it is special in having rather polite mode of achievement of its illocutionary point, it cannot be taken as the primitive directive.

For example, *Could you pass the salt for me?* It means that the speaker ask to the hearer to pass him/her the

⁵⁰ *Ibid*, 199.

salt. But, it is not requirement if the hearer cannot do it.

3) Ask

Ask has two quite distinct uses. One is in the notion of asking a question and the second is in the notion of asking someone to do something.⁵¹ In the simple directive sense, ask names the same illocutionary force as request. In the sense of ask a question it means request that the hearer perform a speech act to the speaker, the form of which is already determined by the propositional content of the question.

Thus if the question is a yes-no question requesting an assertive, the

⁵¹ *Ibid*, 199.

speaker expresses the propositional content of the answer in asking the question. And all that the hearer is asked to do is affirm or deny that propositional content. For example, *Is your father a doctor?* Moreover, the hearer will give the answer from this question whether it is affirm or deny.

In wh-question the form of the question contains a propositional function, and the hearer is requested to fill in a value of the free variable in the propositional function in such a way as to produce a true complete proposition. For example, *Where do you live?* The hearer will answer this

question using explanation sentence which is taught about his/her address.

4) Urge

Urge has an assertive use, but it is primarily a directive and as such to urge is simply to advocate a course of action.⁵² It carries a greater degree of strength than request, though it has neither the authority nor the power of command and order, nor does it have the humility of beg, plead, pray, etc. Urging has the additional preparatory condition that the speaker has reasons for the course of action urged.

It means that urge is one of types of directive acts which contains of persuading or provoking sentence. So

⁵² *Ibid*, 200.

that, the hearer will be forced or pushed to takes an action. For example, *I am bleeding. Please give me a bottle of medicine.* It means that the speaker is very need the hearer's favor to give him/her a bottle of medicine.

5) Tell

Tell is both assertive and directive.

To tell a hearer to do something is to direct in a manner (or mode) which does not give the option of refusal.⁵³

Tell differs from request and ask in that it is more peremptory and less polite, and this difference derives from the fact that request and ask allow the

⁵³ *Ibid*, 200.

possibility of refusal while tell does not allow such a possibility.

For example, *There are 50 people come to our group discussion.* It means that the speaker want to give certain information to the hearer about the number of people which come to their group discussion.

6) Require

Require is defined as the act that has purpose to need something or make something necessary. Requiring and demanding of someone that he do something is telling to do it with a greater degree of strength than simply telling or requesting. Requiring, but not demanding, also has an additional

preparatory condition of need that it be done. Normally, there must be a specific reason for requiring the act.⁵⁴

For example, *I must go to class today*. It means that the speaker require or need to go to class today. The word *must* can be defined that the example expresses a strong degree of necessity about present situation.

7) Demand

To demand means to ask for forcefully, in a way shows that refusal is not expected and will not be accepted. In line with this, to demand is also defined to need something urgently.

⁵⁴ *Ibid*, 201.

For example, *I'm allergic to cigarette smoke. Could you smoke outside this room?* From this example, it means that the speaker asks the hearer to go outside because of his/her cigarette smoke. Meanwhile, the hearer cannot refuse that, because of the bad thing that will descend the speaker.

8) Command

The difference between telling someone to do something on the one hand and commanding or ordering to do it on the other hand is that commanding and ordering have a greater degree of strength than telling, and this greater degree of strength

derives from the fact that when one issues a command or an order one invokes a position of power or authority over the hearer.⁵⁵

The main difference between commands and orders is that orders do not require an institutional structure of authority. One can order somebody to do something simply in virtue of one's position of power whether or not that power is institutionally sanctioned. The issuance of a command, however, requires that the speaker be in a position of authority over the hearer.

If the principle speaks to the students as following, *Gather in the yard of the school immediately and*

⁵⁵ *Ibid*, 201.

make a neat line. It means that the principle gives the instruction to the students to gather in the yard immediately. On the other hand, the students cannot against it because the principle has a strong authority to be obeyed.

9) Order

Order is the word which is used to ask someone to do something or say that something must be done. On the other hand, ordering is also the process of putting something in a particular order. For example, *Clean the whiteboard!* Based on this example, it means that the speaker gives the hearer order to clean the whiteboard.

10) Forbid

Forbid just means order not. Forbidding is the propositional negation of ordering.⁵⁶ Forbid and prohibit differ only that prohibitions are more likely to be standing orders..

For example, *No smoking*. It means that the readers are not allowed or forbidden to smoke in that place.

11) Prohibit

Prohibit is to officially refuse to allow something or to prevent a particular activity by making it impossible. Forbid something is over a long period of time (as in prohibition).

Thus prohibit and forbid with an

⁵⁶ *Ibid*, 202.

additional propositional content
condition concerning time

For example, *Don't call me late at night*. From this example, the speaker don't want the hearer to call him/her late at night. Because, that is time to take a rest or sleep.

12) Enjoin

To enjoin is to prohibit or forbid by some formal official means; hence the notion of an injunction, which is a legal prohibition. An injunction is a prohibition or forbidding that is issued by a court of law or delivered in some other authoritative formal or official manner.⁵⁷ Thus enjoin differs from

⁵⁷ *Ibid*, 202.

forbid only by the fact in a formal or official manner.

For example, *Don't leave the room until the meeting is over*. It means that the participants of the meeting are not allowed to go home or to leave the meeting room before the meeting finished.

13) Permit

To grant permission to someone to do something is to perform the act of illocutionary denegation of forbidding him to do it.⁵⁸

Related to the example of permit is when the teacher said, *You can use the laboratory to do practical assignment*.

From this sentence, it can be defined

⁵⁸ *Ibid*, 202.

that the teacher allows the students to enter the laboratory and use it for practical purpose. On the other hand, the word *can* indicates that the sentence is giving permission.

14) Suggest

Suggesting and insisting are respectively weak and strong directives. Suggest differs from insist only by the fact that it has a special mode of achievement of its illocutionary point, namely persistence.⁵⁹

For example, *How about playing guitar with me?* It means that the speaker gives the hearer suggestion about playing guitar with her/him. But,

⁵⁹ *Ibid*, 202.

suggestion must not be done by the hearer because it only gives an idea that will be used as consideration by the speaker.

15) Insist

To insist is to say firmly or demand forcefully, especially when others disagree with or oppose what the speaker say. For example, *Come with me. If you are not going, I will tell to your mother.* It can be defined that the speaker ask the hearer forcefully, and gives a threat if the hearer is not doing what the speaker want.

16) Warn

Warning and advising can be either directives or assertives. Both warn and advise take both that clauses and the infinitive. For example, *No more cell phone while driving. Be careful.* It means that the speaker warn the hearer to stop using cell phone during he/she driving. Because, it is very danger for him/she if he/she cannot concentrate while driving.

17) Advise

Advise has a close affinity with recommend. And the difference between warn and advise also explains why one and the same speech act sequence can be both a case of

warning in the assertive sense and advising in the directive sense.⁶⁰

For example, *You had better finish your assignment.* It can be defined that the speaker advises the hearer to finish his/her assignment. It is not only about the assertive sense, but also about directive sense. So, the hearer must finish his/her assignment as soon as possible.

18) Recommend

To recommend is to advise with the additional preparatory condition that the state of affairs represented by the proposition is good in general and not merely good for the hearer.⁶¹

⁶⁰ *Ibid*, 203.

⁶¹ *Ibid*, 204.

For example, *It is better for you to use herbal products in order to maintain your health.* It means that the speaker influences the hearer to believe what he/she said about the use of herbal products. So that, the hearer is convinced to use it.

19) Beg

To beg is to request humbly while expressing a strong desire, usually because of a strong need. There is also another sense of beg which confines the humble request to the special situation of the beggar, a professedly destitute person asking for gifts from supposedly more affluent strangers.⁶²

⁶² *Ibid*, 204.

For example, *Don't leave me alone, please. I beg! I'm scared to be alone. Please!* The speaker humbles to the hearer to stay with him/her very anxiously or eagerly. So that, it is called as begging.

20) Supplicate

To supplicate is to beg humbly. Thus it is to request very humbly, where a mode of achievement is in a very humble way.⁶³ Usually supplication is used to invoke the help strongly to God. For example, *I ask the protection from the fires of the hell and anything which can bring it closer, both word and deed.* It means that the speaker ask to God to safe

⁶³ *Ibid*, 204.

him/her from the woe very humbly.

Because, the position of the speaker under the power of God.

21) Entreat

To entreat is to try very hard to persuade someone to do something. Thus it is to request both humbly and earnestly while expressing a strong desire.⁶⁴ For example, *You have to eat this meatball, because it tastes so delicious than the others meatball. My mother makes it special for you.* From this example, the speakers beg to the hearer to eat that meatball. The speaker persuades the hearer with some nice words in order to the hearer is interested to taste that meatball.

⁶⁴ *Ibid*, 204–205.

22) Beseech

To beseech is to ask something in a way that shows you need it very much. It is a synonymy of beg and entreat. For example, *Stay a little longer, please!* It means that the speaker needs the hearer to accompany her/him a little longer. It is also defined that the speaker ask the hearer conscientiously.

23) Implore

To implore is to ask someone to do or not to do something in a very sincere, emotional, and determined way. For example, *We should save energy in every way, that is energy from fossil fuels and electrical energy.*

It means that the speaker ask the hearer to save energy in a very sincere.

24) Pray

To pray is to entreat God (or some other sacred person or entity). There is also used in the law which just means request, usually from a superior.⁶⁵ For example, *I hope I can graduate in mid-year*. It means that the speaker pray or ask hopefully to God that in the mid-year he/she can graduate.

c. The Function of Directive Illocutionary Acts

Kreidler classifies directives into three kinds, namely commands, requests, and suggestions.⁶⁶ Each type of directive has different purpose and function.

⁶⁵ *Ibid*, 205.

⁶⁶ Kreidler, *Introducing English Semantics*, 190–191.

Furthermore, directive illocutionary acts performed by the English teacher in SMP Negeri 2 Jetis have some functions, such as elicitation, instruction, attention-getter, suggestion, tactfulness, advice, conditional, and threat.⁶⁷

1) Elicitation

Elicitation is the function of directive which makes the hearer provides the required information for the speaker. The main objective on this function was to get the required information and sometimes to test the students' knowledge about the

⁶⁷ E. Amalsaleh, et al, "Directives Used in University Classrooms". *Journal of Literature and Language*, Vol 5 No. 1 (January 28, 2014): 1-27. <http://ensani.ir/fa/article/download/277190>. (accessed on 3th January 2019)

subject.⁶⁸ For example: *Why we have to learn English?* It means that the speaker want to get an information from the hearer about the reason of learning English.

2) Instruction

Instruction is the function of directives which refer to utterances which are issued to get the addressee to perform an action.⁶⁹ The main difference between instruction and elicitation was the thing that the speaker wanted from the hearer. In elicitation, the speaker required

⁶⁸ Yulianti Wulansari and Cucu Suhartini, "Directive Speech Acts Realization of Indonesian EFL Teacher" *English Review: Journal of English Education*. Vol 3, Issue 2 (June 2015), <http://journal.uniku.ac.id/index.php/ERJEE>. (accessed on 25th January 2019)

⁶⁹ E. Amalsaleh, et al, "Directives Used in University Classrooms".

information, while in instruction, the speaker wanted an action. For example: *Be brave to ask question if you want to know more about me.* It means that the speaker gives an instructs the hearer to be brave for asking question about the speaker..

3) Attention-getter

Attention-getter refers to the utterances which are used to attract students' attention.⁷⁰ For example: *Okay next. Number ten!* It means that the speaker ask the hearer to pay attention or to make someone focus about something.

⁷⁰ *Ibid.*

4) Suggestion

Suggestion is the opinion about what somebody give to the others but it not be done by the hearer. For example: *You may have a ten-minute rest.* It means that the speaker suggest the hearer in order to the hearer take a rest for ten minutes.

5) Tactfulness

Tactfulness is the ability to deal with others in touchy situations without offending them. For example: *Would you show the other slide please?*

6) Advice

Advice is an opinion or a suggestion about what somebody

should do in a particular situation. For example: *English is not difficult but English is very easy, as long as you study hard.* It means that the speaker gives the hearer advise that actually study English is easy if you study hard about it.

7) Conditional

Conditional is expressing the idea that one thing depends on another thing. For example: *If you take this part into consideration.*

8) Threat

Threat is a statement in which you tell somebody that you will punish or harm them, especially if they do not do what you want. For example: *so if*

you are not ready to be active to learn quickly, you will certainly keep getting

C. It means that the hearer will get C if he/she does not ready to be active in teaching and learning process in the class.

4. Teaching and Learning Process

Basically, learning is an individual event, namely the occurrence of changes in behavior as an impact of individual experience. Meanwhile, learning is the provision of conditions which cause in the learning process of student. The term of teaching and learning process can be defined into various

perspectives. Either from the perspective of behavioristic, cognitive, or interactional.⁷¹

Based on the behavioristic perspective, teaching and learning process is a way to change the students' behavior through optimizing the environment as a source of learning stimulus.⁷² Teaching and learning process is interpreted as an effort to refine skills through gradual and detailed student habituation in providing the response or stimulus it receives, which is reinforced by the appropriate behavior of the teachers.

Teaching and learning process based on the cognitive perspective is defined as a process that is built by the teacher to develop

⁷¹ Nurdyansyah and Eni Fariyatul Fahyuni, *Inovasi Model Pembelajaran Sesuai Kurikulum 2013* (Sidoarjo: Nizamia Learning Center, 2016), 1.

⁷² *Ibid*, 1.

creative thinking that can improve students' ability to construct new knowledge as an effort to improve the mastery of good material on subject matter.⁷³ Based on that understanding, teaching and learning process can be said as an effort by the teacher to provide the stimulus, direction, and encouragement to students, so that the teaching and learning process occurs.

Teaching and learning process based on the interactional perspective is defined as the process of interaction between students and teachers, and learning resources in a teaching and learning environment.⁷⁴ Based on this concept, learning is seen as having good quality if the interaction that occurs is multi-

⁷³ *Ibid*, 1.

⁷⁴ *Ibid*, 2.

directional, between the teacher with the students, the students with the teacher, the students with the students, the students with the learning resources, and the students with the teaching and learning environment.

B. Previous Research Findings

There are many previous researchers related to speech acts. The previous research help the researcher finished this research. It discusses several previous researches as the guidance to do the thesis. The first is the research written by Dzulfikar Sauqy Shidqi entitled *The Analysis of Illocutionary Act in English Teaching Learning Process Used by the Teachers in the Islamic Junior High School Nurul Islam Tenganan 2016*. The aims of this research were to know the types of illocutionary acts and to find out the dominant

type of illocutionary acts used by the teachers. Based on the finding, there are four types of illocutionary acts, they were: representatives, expressives, directives, and commissives. And the declaratives are not found in this research.⁷⁵

The second is the research written by Munawaroh entitled *Speech Acts Used by the Lecturer of English Language and Letters Department at UIN Maliki Malang*. The aims of this research were to find out the types of speech act used by the lecturer and to describe the functions of the speech acts. In this research, the researcher found four types of speech acts, they are representative, directive, commissive, and

⁷⁵ Dzulfikar Sauqy Shidiq, "The Analysis of Illocutionary Act in English Teaching Learning Process Used by The Teachers in The Islamic Junior High School Nurul Islam Tenganan" (State Institute for Islamic Studies Salatiga, 2016). <http://e-repository.perpus.iainsalatiga.ac.id/1458/1/Skripsweet.pdf>. (accessed on 12th February 2019)

expressive. The types of speech acts mostly used are directive with requesting form. The declarative act was not found in this research because the lecturer's utterances did not change the special status of the students. Mostly the functions of speech acts are convivial and competitive with the command and congratulating functions.⁷⁶

The last is the research written by Ririn Dyah Eka Savitri, entitled *Teacher's Directive Speech Acts in English Teaching Learning Process at SMP Al Islam 1 Surakarta Academic Year 2016/2017*. The aims of this research were to identify the types of Searle and Yule's directive speech acts and to identify the teacher's

⁷⁶ Munawaroh, "Speech Acts Used by The Lecturer of English Language and Letters Department at UIN Maliki Malang" (Maulana Malik Ibrahim State Islamic University of Malang, 2016). <http://etheses.uin-malang.ac.id/3769/> (accessed on 22th January 2019)

realization of speech act. After analyzing the data, the researcher found five types of types of directive speech acts used by English teachers during teaching learning process, there were five types of directive speech acts employed by the teachers. They were ordering, commanding, requesting, advising, and recommending. Commanding directive speech acts were found to be the most performed acts by the teachers during teaching learning process in classroom.⁷⁷

Those three previous researches are similar to this research. However, this research is different in terms of subject and the intention of the research that is to analyze the types of directive illocutionary acts based on the way to

⁷⁷ Ririn Dyah Eka Savitri, "Teacher's Directive Speech Acts in English Teaching Learning Process at SMP Al Islam 1 Surakarta" (State Islamic Institute of Surakarta, 2017). <http://eprints.iain-surakarta.ac.id/1299/> (accessed on 7th February 2019)

convey performed by the English teacher during the English teaching and learning process at SMP Negeri 2 Jetis. The theory of directive speech acts used in this research is from Searle and Yule.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The important procedure for the validity of the research is research design. In this research, the method used to collect the data was qualitative research and descriptive where the researcher can describe the use of the types of Directive Illocutionary Acts in teaching and learning process, the function, and the students' reaction. Qualitative research seeks to understand the phenomenon by focusing on the total picture or recording rather than breaking it down into variables. The purpose of this method is a holistic picture and depth of understanding rather than a numeric analysis of data.

On the other hand, qualitative research is concerned with qualitative phenomenon, i.e., phenomenon relating to or involving quality or kind.⁷⁸ Meanwhile, descriptive research includes survey and fact-finding enquiries of different kinds.⁷⁹ In this case, the researcher interested to investigate the reasons for directive illocutionary acts performed by the English teacher during teaching and learning process or why the teacher performed that.

There are several types of qualitative research, the most widely used approaches basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and

⁷⁸ C. R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International Publishers, 2004), 3.

⁷⁹ *Ibid*, 3.

phenomenological studies.⁸⁰ In this study, the material of the primary data is the video recording of the teacher's utterances about Directive Illocutionary Acts during teaching and learning process. With the result, the researcher chose document or content analysis to analyze the data, because it focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.⁸¹

The data to know how the teacher expresses the intention to the students is the words, phrases, and sentences which were spoken by the teacher and the response of the students.

⁸⁰ Donald Ary, et al, *Introduction to Research in Education*, 8th (Canada: Wadsworth Cengage Learning, 2010), 29.

⁸¹ Donald Ary, et al, 29.

Furthermore, the utterances will be analyzed and described based on speech theory.

In addition, to strengthen the data the researcher interviewed the teacher to collect data related to the functions of directive illocutionary acts performed by the English teacher.

B. Researcher Role

There are many variations of observational research. The researcher role has to do with both the physical as well as the psychological or emotional distance between the observer and the observed. In this study, the researcher decided to be a complete observer, in which the researcher is completely hidden from view while observing. In this case, the observation is unobtrusive and unknown

participants.⁸² It could be defined that the researcher did not interact with the English teacher and the students directly.

C. **Research Location**

The researcher conducted the research in SMP Negeri 2 Jetis. The researcher chose the English teacher and the students of the Eighth grade became the object of observation when collecting the data. The reasons of choosing the location were as follows.

1. The teacher utterances during teaching and learning process took up a major portion of class time which was employed to give the direction, explained the activities, and checked the students' understanding.

⁸² Jeff Sauro, "4 Types of Observational Research," (Oktober, 2015). <http://measuring.com/observation-role/> (accessed on 5th February 2019)

2. There is no previous researcher who has conducted the same research in this school. So that, it is appropriate to get the data about directive illocutionary acts from SMPN 2 Jetis.
3. The school is reachable. It enables the researcher to conduct the research effectively.
4. There are three classes of the eighth grade in SMPN 2 Jetis. The researcher chose VIII-B class to get the data. Based on the interviewing with the teacher, the teacher said, *the students of VIII-B more diligent and discipline than the other classes.*⁸³ It is supported with the attendance list of the students and the students' point which had been shown by the teacher.

⁸³ Look at interviewing transcript number: T4/26.04.19/2/D18.

D. Data Source

Data source in qualitative research gather the data from the supporting data such as documents and other (audio, video, and photo) can be added. Then the researcher review all the data and organize it into categories or themes that cut across all of the data sources.⁸⁴ Data sources in conducting this research were needed to analyze and describe the situation of the problems which were contain the data used in this research to espouse the validity of the research.

1. Primary data source

Primary data source are those which are collected afresh and for first time, and thus happen to be original in character.⁸⁵

⁸⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th* (USA: SAGE Publication, 2014), 234.

⁸⁵ Kothari, *Research Methodology*, 95.

Generally, primary data source are original documents such as correspondence, diaries, reports, transcripts, etc.

Meanwhile, the primary data source to find the types of Directive Illocutionary Acts and the students' reaction were the transcript of conversation between the English teacher and the students in teaching and learning process at the Eighth Grade of SMP Negeri 2 Jetis and to find the reason why the teacher performed Directive Illocutionary Acts. This conversation consists of many Directive Illocutionary Acts that were necessary in this research and had various actions from the students as the feedback of the teacher's utterances.

2. Secondary data source

Secondary data resource means data that are already available, they refer to the data which have already been collected and analyzed by someone else.⁸⁶ These resources contain the result of the materials which are formed from primary data source. In this research, particular secondary data were taken from many relating source books that deal with the topic of this research such as *Pragmatics and Discourse* by Joan Cutting, *Pragmatics* by George Yule, *Research Methodology* by C. R. Kothari, *Educational Research* by John W. Creswell, etc.

⁸⁶ *Ibid*, 111.

E. Technique of Data Collection

The teacher conducted the instructions and managed the classroom activities with the teacher's utterances. Meanwhile, in choosing the type of data to collect, researcher needed to gather information that will answer the statement of problems and then weigh the advantages and disadvantages of each form of data.⁸⁷

In this research, the researcher used documentation to find the types of Directive Illocutionary Acts and the students' reaction during teaching and learning process, and interviewing to find the reason why the teacher performed Directive Illocutionary Acts.

⁸⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th* (Boston: Pearson Education, 2012), 233.

1. Documentation

Valuable source of information in qualitative research can be document. Document consists of public and private records that qualitative researcher obtains about a site or participants in a study.⁸⁸ The documents of this research were a recording of the English teacher's utterances during teaching and learning process in the classroom completely with the transcript, and the recording between the researcher and the English teacher interviewing which discussed about the function of Directive Illocutionary Acts during teaching and learning process.

⁸⁸ *Ibid*, 273.

2. Interviewing

Equally popular to observation in qualitative research is interviewing. In this research, the researcher decided to use one-on-one interview to answer the problem statements. One-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time.⁸⁹

On the other hand the researcher used unstructured interview to find the complete information to answer the problem statements. Meanwhile, unstructured interview is unlimited interview where the researcher does not use systematic and complete manual to

⁸⁹ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 217.

collect the data.⁹⁰ Then the researcher transcribed the data. In other hand, the researcher conducted the interviewing process with the English teacher at the Eighth grade of SMP Negeri 2 Jetis.

To collect the data, there were several steps that had been done. First, the researcher recorded the utterances which are performed by the English teacher in teaching and learning process at the Eighth Grade of SMP Negeri 2 Jetis. Second, the researcher transcribed the recording of the teacher's utterances. Third, the researcher rechecked the recording of the teacher's utterances with the transcript. Fourth, the researcher found out and identified the teacher's utterances which

⁹⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 197.

have the types and the functions of Directive Illocutionary Acts.

F. Technique of Data Analysis

After collecting data, the next process in this study was analyzing data. The method to analyze the data was document or content analysis. Content analysis is a research technique for making replicable and valid inferences from data to their context.⁹¹ The most obvious sources of data appropriate for content analysis are texts to which meanings are conventionally attributed: verbal discourse, written documents, and visual representations.⁹²

The researcher concluded that content analysis was generally a method that included all

⁹¹ Klaus Krippendorff, "Content Analysis: An Introduction to Its Methodology" *Sage Publication*, 2018, 403. <http://usu.instructure.com/files/67974091>.

⁹² *Ibid*, 404.

of the analysis of the text. It could be used to analyze all materials documentation such as script of movie, transcript of dialog, newspaper, news, etc.

Krippendorff Klaus considered that content analysis contained six steps as follow.⁹³

1. Design

Design is conceptual phase during which analysts define their context or what they wish to know and are unable to observe directly.⁹⁴

In this research, the researcher chose Directive Illocutionary Act performed by the English teacher in teaching and learning process at SMPN 2 Jetis to be analyzed. The researcher tried to find the types, functions, and also the reactions of the students.

⁹³ *Ibid*, 406.

⁹⁴ *Ibid*, 406.

2. Unitizing

Unitizing is the phase of defining and ultimately identifying units of analysis in the volume of available data.⁹⁵ The researcher found the theory related to Directive Illocutionary Acts. That was a book which had written by Krippendorff Klaus entitled *Content Analysis: An Introduction to Its Methodology*.

3. Sampling

Sampling is the phase of choosing the population from which they are drawn.⁹⁶ The researcher chose the English teacher and the students of VIII-B class in teaching and learning process at SMPN 2 Jetis to get the

⁹⁵ *Ibid*, 406.

⁹⁶ Steve Stemler, "An Overview of Content Analysis," *Practical Assessment, Research & Evaluation*, 2001, 2. <http://pareonline.net/getvn.asp>. (accessed on 16th January 2019)

data related to the types, functions, and reactions of Directive Illocutionary Acts.

4. Coding

Coding is the step of describing the recording units or classifying them in terms of the categories of the analytical constructs chosen.⁹⁷ The researcher transcribed the video or recording related to the Directive Illocutionary Acts performed by the English teacher during the teaching and learning process and classified the data based on the types and the functions. The data was displayed in the data sheet of research as follows.

⁹⁷ Krippendorff, "Content Analysis" *International Encyclopedia of Communication*, Vol 1, (New York: Oxford University Press, 1989), 406–7. http://repository.upenn.edu/asc_papers/226. (accessed on 14th March 2019)

Table 3.1. The Data Sheet of Research

No	Data	Directive Illocutionary Act Type	Code
1	Now, let's continue our lesson today about Recount Text.	Command	T1/05.03.19/1/ D1

Code information:

T1 : Number of Transcript

05.03.19 : Date of Datum

1 : Page of Transcript

D2 : Number of Datum in Data Sheet

5. Drawing Inferences

Drawing inferences is the most important phase in content analysis. It applies the stable knowledge about how the variable accounts of coded data are related to the phenomena the

researcher wants to know about.⁹⁸ The researcher concluded the data which had been collected with the researcher problems.

6. Validation

Validation is limited the results by the intention of the technique to infer what cannot be observed directly and for which validating evidence is not readily available.⁹⁹ The researcher rechecked the result of the research with the theories and research problems.

G. Data Credibility

Related to qualitative research, Cavanagh said that qualitative researchers should strive to achieve reliable and valid results.¹⁰⁰ It means that

⁹⁸ *Ibid*, 407.

⁹⁹ *Ibid*, 407.

¹⁰⁰ John R. Cutcliffe and Hugh P. McKenna, Establishing The Credibility of Qualitative Research Findings: The Plot Thickens, *Journal of Advanced Nursing*, 1999, 375.

qualitative research findings should be tested for credibility or accuracy using terms and criteria which have been developed for the approach. Appleton argues that the process of triangulation increases the accuracy of qualitative research findings in that data from different sources can confirm the truth.¹⁰¹ It meant that the use of multiple referents to draw the conclusions. It involved evidence from various sources, different methods of collecting data and different investigations.

In this research, the researcher collected the data using documentation which taken from the English teacher and students of the VIII-B during teaching and learning process in SMP Negeri 2 Jetis. Afterwards, to make sure that the

<http://www.researchgate.net/publication/227611520>.

(accessed on 21th March 2019)

¹⁰¹ *Ibid*, 378.

data was correct and to increase the understanding of what was being investigated, the researcher checked the documentation by observation about Directive Illocutionary Acts and interviewing with the English teacher.

H. Research Procedure

Research is an orderly and systemic procedure, and the procedure may be presented sequentially from the first step of the problem definition through the final step of writing-up of the final report. The steps in applying the research process were as follows.

1. Selecting the research data

In this step, the researcher selected the research area due to professional and personal interest in the area and this statement must be true. The researcher decided to do this

research in SMPN 2 Jetis. Therefore, the researcher tried to get permission and agreement from SMPN 2 Jetis to do this research and also explained the arranged plan of this research.

2. Formulating

Formulating the research aim and the objectives depend on the research approach before moving forward with the work. Based on the problems and cases which is found in SMPN 2 Jetis, the researcher decided to analyze the type, functions, and students' reaction toward Directive Illocutionary Acts performed by the English teacher.

3. Conducting the literature review

The main part of the literature review is conducted after the formulating research aim

and objectives. Afterwards, the researcher used a wide range of secondary data sources which were taken from many relating source books that deal with the topic of this research such as *Pragmatics and Discourse* by Joan Cutting, *Pragmatics* by George Yule, *Research Methodology* by C. R. Kothari, *Educational Research* by John W. Creswell, etc.

4. Selecting methods of data collection

In this research, the researcher used documentation to find the types of Directive Illocutionary Acts and the students' reaction during teaching and learning process, and interviewing to find the reason why the teacher performed Directive Illocutionary Acts

5. Collecting the primary data

Primary data collection needs to be preceded by a great level of preparation. The data of the types of Directive Illocutionary Acts and the students' reaction toward it was collected from the transcript of conversation between the English teacher and the students in teaching and learning process at the Eighth Grade of SMP Negeri 2 Jetis. Meanwhile, the data of the reason why the teacher performed Directive Illocutionary Acts was collected from the transcript of interviewing with the teacher.

6. Analyzing the data

Data analysis is the process to achieve the research aim and objectives. The researcher analyzed the data used document or content

analysis which was consisted of six steps. They were design, unitizing, sampling, coding, drawing inferences, and validation.

7. Reaching conclusion

In this part, the researcher made a conclusion of the analysis which provided the information needed to focus in the subsequent data collection. The conclusion was written based on the analysis of documentation transcript which has relationship with the research problem that had been formulated.

8. Completing the research

The researcher organizes separate chapters into one file leads to the completion of the first draft.

CHAPTER IV

RESEARCH FINDINGS

A. General Data Description

Based on the observation on Thursday, 5th March 2019 at 07.46 – 09.44 a.m. in SMPN 2 Jetis at VIII-B class teaching and learning process started by the teacher entered the classroom, greeted the students, and checked the attendance list of the students to know who didn't attend on that day.

Before continue to the next material, the teacher asked to the students about the previous material that had been discussed last meeting. Then, the teacher introduced new material that will be discussed on that day. The topic of that day was about recount text. The teacher wrote

down the title of the topic on the whiteboard and the teacher explained it slowly using English and Indonesia Language.

During the teacher explained about recount text, the students tried to pay attention. Although once in a while the students noisy and did not attended the teacher, however the teacher did not desperate to give the students' concentration back in order what the teacher explained could be understood by the students.

The teacher supported the explanation using *When English Rings a Bell* book and several examples related to someone experiences. So that, the students were easier to understand the material and interested to follow teaching and learning process in the class.

After explaining the material, the teacher gave the chance to the students to ask something which had not been understood by the students. And the teacher will explained anymore clearly. While the students understood well about the material, the teacher continued the activity. The teacher asked the students to did the activity in *When English Rings a Bell* book and discussed it.

In the post of activity, the teacher gave a conclusion about the material to make sure that the students understood well by giving some simple questions. Meanwhile, to evaluate teaching and learning process on that day, the teacher asked the students about the difficulties during teaching the materials in the class. Unforgettable, the teacher gave the students homework and explained about next meeting

activity. Then, the teacher gave some motivation to the students and dismissed the class.



B. Specific Data Description

Specific data description is the description about data finding that had been collected by the researcher. It discussed about the types and function of directive illocutionary acts performed by the English teacher in the Eighth grade of SMP Negeri 2 Jetis, and also the students' reaction toward it.

1. The Types of Directive Illocutionary Acts Performed by the English Teacher in Teaching and Learning Process at the Eighth Grade of SMP Negeri 2 Jetis.

The types of Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis were collected by documentation.

Based on the documentation on Tuesday, 5th March 2019, Friday, 26th April 2019, and Thursday, 2nd May 2019 with students in VIII-B, this research found several types of Directive Illocutionary Acts such as Direct, Request, Ask, Tell, Command, Forbid, Beg, Suggest, and Warn which had been performed as follows.

Table 4.1. The Data Sheet of Directive Illocutionary Acts
Types

No	Data	Directive Illocutionary Act Type	Code
1.	Now, let's continue our lesson today about Recount Text.	Command	T1/05.03.19/1/ D1
2.	Please try to open your book.	Request	T1/05.03.19/1/ D2
3.	Open your book on page 173.	Command	T1/05.03.19/1/ D4

No	Data	Directive Illocutionary Act Type	Code
4.	Okay, do you understand?	Ask	T1/05.03.19/1/ D6
5.	Okay, we will practice it correctly and loudly.	Suggest	T1/05.03.19/1/ D8
6.	Now, please open your book on page 174.	Request	T1/05.03.19/1/ D9
7.	Okay, everyone semuanya. Dibuka bukunya.	Direct	T1/05.03.19/1/ D9
8.	Now, let's practice the dialog in the book.	Command	T1/05.03.19/1/ D11
9.	We will practice it.	Direct	T1/05.03.19/1/ D11
10.	Okay. First, repeat after me.	Direct	T1/05.03.19/1/ D12
11.	Okay semuanya, listen to me.	Request	T1/05.03.19/1/ D13

No	Data	Directive Illocutionary Act Type	Code
12.	Dengarkan saya and repeat after me.	Command	T1/05.03.19/1/ D13
13.	What is principle?	Ask	T1/05.03.19/1/ D15
14.	Who is principle in our school?	Ask	T1/05.03.19/1/ D15
15.	Now, please do the task below the text in your book.	Request	T1/05.03.19/1/ D17
16.	After that, we will discuss it.	Direct	T1/05.03.19/1/ D19
17.	Which statement/sentence is match with the picture?	Ask	T1/05.03.19/1/ D19
18.	Write down your answer on a piece of paper.	Command	T1/05.03.19/2/ D21
19.	And submit to me in the end of this	Command	T1/05.03.19/2/ D21

No	Data	Directive Illocutionary Act Type	Code
	lesson.		
20.	Okay, please do the task on page 176.	Request	T1/05.03.19/2/ D23
21.	Don't forget to write down your name, class, and your student number on the paper.	Warn	T1/05.03.19/2/ D23
22.	Who is picket today?	Ask	T1/05.03.19/2/ D25
23.	Please clean the whiteboard.	Request	T1/05.03.19/2/ D27
24.	Okay, pay attention.	Request	T1/05.03.19/2/ D29
25.	Open your book on page 176.	Command	T1/05.03.19/2/ D29
26.	Have you finished?	Ask	T1/05.03.19/2/ D32
27.	Let's discuss it now.	Command	T1/05.03.19/2/ D34

No	Data	Directive Illocutionary Act Type	Code
28.	Now, let's discuss about Notice and Message.	Command	T2/26.04.19/1/ D1
29.	Please try to open your book.	Request	T2/26.04.19/1/ D3
30.	We will discuss it.	Direct	T2/26.04.19/1/ D3
31.	Ayo, please open your book on page 312.	Request	T2/26.04.19/1/ D6
32.	Okay, please repeat after me.	Request	T2/26.04.19/1/ D7
33.	Together. Everyone, semuanya.	Direct	T2/26.04.19/1/ D12
34.	Naahh. Together.	Direct	T2/26.04.19/1/ D15
35.	After listening, please read.	Request	T2/26.04.19/1/ D15
36.	Welcome to our school, visitors.	Ask	T2/26.04.19/1/ D16

No	Data	Directive Illocutionary Act Type	Code
	Kira-kira kalau dalam Bahasa Indonesia apa?		
37.	Don't bring drugs and weapon.	Forbid	T2/26.04.19/1/ D18
38.	What is drugs and weapon?	Ask	T2/26.04.19/1/ D18
39.	So, what is weapon?	Ask	T2/26.04.19/1/ D20
40.	Please keep silent.	Request	T2/26.04.19/1/ D24
41.	Listen to me.	Request	T2/26.04.19/1/ D24
42.	Next. Look at on page 314.	Direct	T2/26.04.19/1/ D25
43.	Bersama-sama, together ya.	Direct	T2/26.04.19/1/ D25
44.	Repeat after me.	Command	T2/26.04.19/2/ D25

No	Data	Directive Illocutionary Act Type	Code
45.	Now please divide this class into three groups, based on the line of the seats.	Request	T2/26.04.19/2/ D29
46.	I will read the text and each group have to repeat after me.	Command	T2/26.04.19/2/ D30
47.	Once more.	Command	T2/26.04.19/2/ D34
48.	Ayo, together, bersama-sama.	Direct	T2/26.04.19/2/ D34
49.	Okay, now please try to look at the book on page 328.	Request	T2/26.04.19/2/ D38
50.	Please write down a notice in a piece of paper.	Request	T2/26.04.19/2/ D40
51.	Ask to me ya.	Command	T2/26.04.19/2/ D42
52.	Okay, any question?	Ask	T2/26.04.19/2/

No	Data	Directive Illocutionary Act Type	Code
			D44
53.	Please clean the whiteboard.	Request	T3/02.05.19/1/ D1
54.	Now we will learn about Notice.	Direct	T3/02.05.19/1/ D4
55.	What is the meaning of Notice in Indonesia?	Ask	T3/02.05.19/1/ D4
56.	Berarti, what is the purpose of Notice?	Ask	T3/02.05.19/1/ D6
57.	So, what is the purpose?	Beg	T3/02.05.19/1/ D9
58.	In English please.	Request	T3/02.05.19/1/ D9
59.	What is it?	Ask	T3/02.05.19/1/ D11
60.	And the next, Generic Structure atau struktur teks.	Direct	T3/02.05.19/1/ D14

No	Data	Directive Illocutionary Act Type	Code
61.	Now, please try to read.	Request	T3/02.05.19/1/ D15
62.	Please read.	Request	T3/02.05.19/1/ D17
63.	Read this text, atau read this Notice.	Command	T3/02.05.19/1/ D18
64.	And fill in the blank after read it.	Command	T3/02.05.19/1/ D18
65.	Please keep silent.	Request	T3/02.05.19/1/ D22
66.	Listen to me!	Command	T3/02.05.19/1/ D22
67.	If you read the Generic Structure from the text, dari teks tersebut ada apa saja kira-kira?	Ask	T3/02.05.19/1/ D23
68.	First is Agenda	Direct	T3/02.05.19/1/ D24
69.	What is the Agenda?	Ask	T3/02.05.19/1/

No	Data	Directive Illocutionary Act Type	Code
			D24
70.	Please try to answer my question.	Beg	T3/02.05.19/2/ D26
71.	What is the Agenda on the text?	Ask	T3/02.05.19/2/ D26
72.	Okay. What is in English? Mengembalikan buku ke perpustakaan.	Ask	T3/02.05.19/2/ D28
73.	Selanjutnya adalah Date	Direct	T3/02.05.19/2/ D31
74.	What is Date?	Ask	T3/02.05.19/2/ D31
75.	So, what is the Date to returning the books?	Ask	T3/02.05.19/2/ D33
76.	In English, please.	Request	T3/02.05.19/2/ D35
77.	April, 22 nd May	Tell	T3/02.05.19/2/

No	Data	Directive Illocutionary Act Type	Code
	2018. Jadi, di bahasa Inggris penulisan tanggal itu bulannya dulu kemudian tanggalnya.		D36
78.	And the next is time.	Direct	T3/02.05.19/2/ D37
79.	What is the meaning of Time in Indonesia?	Ask	T3/02.05.19/2/ D37
80.	So, what time to return the books?	Ask	T3/02.05.19/2/ D39
81.	Yes, before 2 p.m. Berarti sebelum jam 2 siang.	Tell	T3/02.05.19/2/ D41
82.	Next. Place.	Direct	T3/02.05.19/2/ D42
83.	Where is the place?	Ask	T3/02.05.19/2/ D42
84.	Who is to attend.	Ask	T3/02.05.19/2/

No	Data	Directive Illocutionary Act Type	Code
	Apa artinya?		D44
85.	Who is to attend itu artinya kepada siapa pemberitahuan atau pengumuman itu ditujukan.	Tell	T3/02.05.19/2/ D46
86.	Next. Specific Information atau informasi khusus.	Direct	T3/02.05.19/2/ D49
87.	What is the specific information on the text?	Ask	T3/02.05.19/2/ D49
88.	Where we can contact Mrs. Siska?	Ask	T3/02.05.19/2/ D52
89.	Who is that?	Ask	T3/02.05.19/3/ D54
90.	Next. Writer of the Notice.	Direct	T3/02.05.19/3/ D56
91.	Who is the writer?	Ask	T3/02.05.19/3/ D56

No	Data	Directive Illocutionary Act Type	Code
92.	So, the Generic Structure of Notice is Agenda, Data, Time, Place, Who is to Attend, Specific Information, and Contact Person.	Tell	T3/02.05.19/3/ D59
93.	Then, please continue to the next activity.	Request	T3/02.05.19/3/ D60
94.	Fill in the blank with the correct word in the right side.	Command	T3/02.05.19/3/ D60

Related to the table above, the percentage of Directive Illocutionary Acts Types performed by the English teacher in teaching and learning

process at the Eighth-B grade of SMP Negeri 2

Jetis will be performed as follows.



Table 4.2. Percentage of Directive Illocutionary

Acts Types

No.	Directive Illocutionary Acts	Frequency	Percentage (%)
1.	Direct	18	19.15%
2.	Request	23	24.45%
3.	Ask	27	28.74%
4.	Tell	4	4.25%
5.	Command	17	18.09%
6.	Forbid	1	1.06%
7.	Suggest	1	1.06%
8.	Warn	1	1.06%
9.	Beg	2	2.14%
Total		94	100%

The table showed that Directive Illocutionary Acts which had performed by the English teacher in the class were 94 utterances. All of that consisted of 18 Direct, 23 Request, 27

Ask, 4 Tell, 17 Command, 1 Forbid, 1 Suggest, 1 Warn, and 2 Beg. It means that the types of Directive Illocutionary Acts that mostly performed by the English teacher is Ask. It had performed in 27 times and had 28.74% from all of Directive Illocutionary Acts types.

2. The Reasons of the English Teacher in Performing Directive Illocutionary Acts in Teaching and Learning Process at the Eighth Grade of SMP Negeri 2 Jetis.

The reason why the English teacher performs Directive Illocutionary Acts in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis was collected by an interview.

Based on the interviewing on Thursday, 2nd May 2019 with the English teacher, this

research found 4 reasons of the teacher in performing Directive Illocutionary Acts during teaching and learning process.

The main reason of performing Directive Illocutionary Acts is to get the students to do something. Directive had 8 functions, namely elicitation, instruction, attention-getter, suggestion, tactfulness, advice, condition, and threat. However, the Directives performed by the English teacher were Elicitation, instruction, advice, and attention-getter.¹⁰²

a. Elicitation

Elicitation is the function of directives which makes the hearer provides the required information for the speaker. The

¹⁰² E. Amalsaleh, et al, "Directives Used in University Classrooms. Journal of Literature and Language" 5, no. 1 (January 28, 2014): 1-27. <http://ensani.ir/fa/article/download/277190>.

main objective of this function was to get the required information and sometimes to test the students' knowledge about the subject.¹⁰³ For examples:

1) Okay, do you understand?

(T1/05.03.19/1/D6)

2) What is principle?

(T1/05.03.19/1/D15)

3) Who is principle in our school?

(T1/05.03.19/1/D15)

4) Which statement/sentence is match with the picture? *(T1/05.03.19/1/D19)*

5) Who is picket today?

(T1/05.03.19/2/D25)

¹⁰³ Cucu Suhartini and Yulianti Wulansari, "Directive Speech Acts Realization of Indonesian EFL Teacher" 3, no. 2 (June 2015), <http://journal.uniku.ac.id/index.php/ERJEE>.

6) Have you finished?

(T1/05.03.19/2/D32)

7) Welcome to our school, visitors. Kira-

kira kalau dalam Bahasa Indonesia

apa? *(T2/26.04.19/1/D16)*

8) What is drugs and weapon?

(T2/26.04.19/1/D18)

9) So, what is weapon?

(T2/26.04.19/1/D20)

10) Okay, any question?

(T2/26.04.19/2/D44)

11) What is the meaning of Notice in

Indonesia? *(T3/02.05.19/1/D4)*

12) Berarti, what is the purpose of Notice?

(T3/02.05.19/1/D6)

13) So, what is the purpose?

(T3/02.05.19/1/D9)

- 14) What is it? *(T3/02.05.19/1/D11)*
- 15) If you read the Generic Structure from the text, dari teks tersebut ada apa saja kira-kira? *(T3/02.05.19/1/D23)*
- 16) What is the Agenda? *(T3/02.05.19/1/D24)*
- 17) What is the Agenda on the text? *(T3/02.05.19/2/D26)*
- 18) Okay. What is in English? Mengembalikan buku ke perpustakaan. *(T3/02.05.19/2/D28)*
- 19) What is Date? *(T3/02.05.19/2/D31)*
- 20) So, what is the Date to returning the books? *(T3/02.05.19/2/D33)*
- 21) What is the meaning of Time in Indonesia? *(T3/02.05.19/2/D37)*

22) So, what time to return the books?

(T3/02.05.19/2/D39)

23) Where is the place?

(T3/02.05.19/2/D42)

24) Who is to attend. Apa artinya?

(T3/02.05.19/2/D44)

25) What is the specific information on the text? *(T3/02.05.19/2/D49)*

26) Where we can contact Mrs. Siska?

(T3/02.05.19/2/D52)

27) Who is that? *(T3/02.05.19/3/D54)*

28) Who is the writer?

(T3/02.05.19/3/D56)

b. Instruction

Instruction is the functions of directives which refer to utterances which are issued to get the addressee to perform

an action. The main difference between instruction and elicitation was the thing that the speaker wanted from the hearer. In elicitation, the speaker required information, while in instruction, the speaker wanted an action.¹⁰⁴ For examples:

- 1) Now, let's continue our lesson today about Recount Text.
(T1/05.03.19/1/D1)
- 2) Please try to open your book.
(T1/05.03.19/1/D2)
- 3) Open your book on page 173.
(T1/05.03.19/1/D4)
- 4) Now, please open your book on page 174. (T1/05.03.19/1/D9)

¹⁰⁴ E. Amalsaleh, et al, "Directives Used in University Classrooms. Journal of Literature and Language."

- 5) Okay, everyone semuanya. Dibuka bukunya. *(T1/05.03.19/1/D9)*
- 6) Now, let's practice the dialog in the book. *(T1/05.03.19/1/D11)*
- 7) We will practice it. *(T1/05.03.19/1/D11)*
- 8) Okay. First, repeat after me. *(T1/05.03.19/1/D12)*
- 9) Now, please do the task below the text in your book. *(T1/05.03.19/1/D17)*
- 10) After that, we will discuss it. *(T1/05.03.19/1/D19)*
- 11) Write down your answer on a piece of paper. *(T1/05.03.19/2/D21)*
- 12) And submit to me in the end of this lesson. *(T1/05.03.19/2/D21)*

13) Okay, please do the task on page 176.

(T1/05.03.19/2/D23)

14) Don't forget to write down your name,

class, and your student number on the

paper. *(T1/05.03.19/2/D23)*

15) Please clean the whiteboard.

(T1/05.03.19/2/D27)

16) Okay, pay attention.

(T1/05.03.19/2/D29)

17) Open your book on page 176.

(T1/05.03.19/2/D29)

18) Let's discuss it now.

(T1/05.03.19/2/D34)

19) Now, let's discuss about Notice and

Message. *(T2/26.04.19/1/D1)*

20) Please try to open your book.

(T2/26.04.19/1/D3)

21) We will discuss it. (T2/26.04.19/1/D3)

22) Ayo, please open your book on page
312. (T2/26.04.19/1/D6)

23) Okay, please repeat after me.
(T2/26.04.19/1/D7)

24) Together. Everyone, semuanya.
(T2/26.04.19/1/D12)

25) Naahh. Together. (T2/26.04.19/1/D15)

26) After listening, please read.
(T2/26.04.19/1/D15)

27) Don't bring drugs and weapon.
(T2/26.04.19/1/D18)

28) Please keep silent.
(T2/26.04.19/1/D24)

29) Next. Look at on page 314.
(T2/26.04.19/1/D25)

30) Bersama-sama, together ya.

(T2/26.04.19/1/D25)

31) Repeat after me. *(T2/26.04.19/2/D25)*

32) Now please divide this class into three groups, based on the line of the seats.

(T2/26.04.19/2/D29)

33) I will read the text and each group have to repeat after me.

(T2/26.04.19/2/D30)

34) Once more. *(T2/26.04.19/2/D34)*

35) Ayo, together, bersama-sama.

(T2/26.04.19/2/D34)

36) Okay, now please try to look at the book on page 328.

(T2/26.04.19/2/D38)

37) Please write down a notice in a piece of paper. *(T2/26.04.19/2/D40)*

38) Ask to me ya. (T2/26.04.19/2/D42)

39) Please clean the whiteboard.

(T3/02.05.19/1/D1)

40) Now we will learn about Notice.

(T3/02.05.19/1/D4)

41) In English please. (T3/02.05.19/1/D9)

42) And the next, Generic Structure atau struktur teks. (T3/02.05.19/1/D14)

43) Now, please try to read.

(T3/02.05.19/1/D15)

44) Please read. (T3/02.05.19/1/D17)

45) Read this text, atau read this Notice.

(T3/02.05.19/1/D18)

46) And fill in the blank after read it.

(T3/02.05.19/1/D18)

47) Please keep silent.

(T3/02.05.19/1/D22)

48) First is Agenda. (T3/02.05.19/1/D24)

49) Please try to answer my question.

(T3/02.05.19/2/D26)

50) Selanjutnya adalah Date.

(T3/02.05.19/2/D31)

51) In English, please.

(T3/02.05.19/2/D35)

52) April, 22nd May 2018. Jadi, di bahasa

Inggris penulisan tanggal itu bulannya

dulu kemudian tanggalnya.

(T3/02.05.19/2/D36)

53) And the next is time.

(T3/02.05.19/2/D37)

54) Yes, before 2 p.m. Berarti sebelum

jam 2 siang. (T3/02.05.19/2/D41)

55) Next. Place. (T3/02.05.19/2/D42)

56) Who is to attend itu artinya kepada siapa pemberitahuan atau pengumuman itu ditujukan.

(T3/02.05.19/2/D46)

57) Next. Specific Information atau informasi khusus. *(T3/02.05.19/2/D49)*

58) Next. Writer of the Notice. *(T3/02.05.19/3/D56)*

59) So, the Generic Structure of Notice is Agenda, Data, Time, Place, Who is to Attend, Specific Information, and Contact Person. *(T3/02.05.19/3/D59)*

60) Then, please continue to the next activity. *(T3/02.05.19/3/D60)*

61) Fill in the blank with the correct word in the right side. *(T3/02.05.19/3/D60)*

c. Attention_getter

Attention-getter refers to utterances which are used to attract students' attention.¹⁰⁵

For examples:

1) Okay semuanya, listen to me.

(T1/05.03.19/1/D13)

2) Dengarkan saya and repeat after me.

(T1/05.03.19/1/D13)

3) Listen to me. *(T2/26.04.19/1/D24)* and

(T3/02.05.19/1/D22)

d. Suggestion

Suggestion is the opinion about what somebody give to the others but it not be done by the hearer. For example:

1) Okay, we will practice it correctly and

loudly. *(T1/05.03.19/1/D8)*

¹⁰⁵ *Ibid.*

3. The Students' Reaction toward Directive Illocutionary Acts Performed by the English Teacher in Teaching and Learning Process at the Eighth Grade of SMP Negeri 2 Jetis.

The students' reaction toward Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the eighth grade of SMP Negeri 2 Jetis were collected by documentation.

Based on the documentation on Tuesday, 5th March 2019, Friday, 26th April 2019, and Thursday, 2nd May 2019 with students in VIII-B, this research found the students' reaction toward Directive Illocutionary Acts which had been performed by the teacher as follows.

Table 4.3. The Students' Reaction toward Directive

Illocutionary Acts

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
1.	<p>T : Please try to open your book.</p> <p>S : (Mengeluarkan buku dan membukanya) Halaman berapa Pak?</p>	<p>Persuading</p>	<p>T1/05.03.19/1/D3</p>
2.	<p>T : Okay, do you understand? Mengerti?</p> <p>S : Yes.</p>	<p>Enlightening</p>	<p>T1/05.03.19/1/D7</p>
3.	<p>T : Now, please open your book on page 174.</p> <p>S : (Mengeluarkan dan membuka</p>	<p>Inciting</p>	<p>T1/05.03.19/1/D10</p>

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	bukunya)		
4.	<p>T : Okay semuanya, listen to me. Dengarkan saya and repeat after me. Tirukan saya.</p> <p>S : (Menirukan guru, membaca dialog)</p>	Inciting	T1/05.03.19/1/ D14
5.	<p>T : Who is principle in our school?</p> <p>S : Kepala Sekolah</p>	Enlightening	T1/05.03.19/1/ D16
6.	<p>T : Now, please do the task below the text in your book.</p> <p>S : (Mendengarkan perintah guru)</p>	Inciting	T1/05.03.19/1/ D18

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
7.	<p>T : After that, we will discuss it.</p> <p>Which statement/sentence is match with the picture?</p> <p>S : Dikerjakan di buku, Pak?</p>	Inciting	T1/05.03.19/1/ D120
8.	<p>T : Write down your answer on a piece of paper.</p> <p>S : Iya, Pak</p>	Persuading	T1/05.03.19/2/ D22
9.	<p>T : Okay, please do the task on page 176. Don't forget to write down your name, class, and your student number on the</p>	Inciting	T1/05.03.19/2/ D24

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	paper. S : (Mulai mempersiapkan selemba kertas dan mengerjakannya)		
10.	T : Who is picket today? S : Hayo siapa yang picket? (Saling menunjuk temannya)	Persuading	T1/05.03.19/2/ D26
11.	T : Please clean the whiteboard. S : (Salah satu siswa maju ke depan untuk menghapus papan tulis)	Inciting	T1/05.03.19/2/ D28
12.	T : Okay, pay	Persuading	T1/05.03.19/2/

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	attention. Open your book on page 176. S : (Membuka buku) Sudah, Pak.		D30
13.	T : Have you finished? S : Yes. Sudah, Pak.	Enlightening	T1/05.03.19/2/ D33
14.	T : Nanti dikumpulkan ya jawabannya yang ditulis di kertas. S : Iya, Pak.	Persuading	T1/05.03.19/2/ D36
15.	T : Now, let's discuss about Notice and Message. S : (Memperhatikan	Inciting	T2/26.04.19/1/ D2

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	penjelasan Guru)		
16.	T : Please try to open your book. We will discuss it. S : (Membuka buku pada Bab Notice dan Message)	Inciting	T2/26.04.19/1/ D4
17.	T : Please try to open your book. We will discuss it. S : (Berisik)	Inciting	T2/26.04.19/1/ D5
18.	T : Welcome to our school, visitors. Kira-kira kalau dalam Bahasa Indonesia apa? S : Selamat datang	Enlightening	T2/26.04.19/1/ D17
19.	T : What is drugs	Enlightening	T2/26.04.19/1/

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	and weapon? S : Obat-obatan terlarang, narkoba.		D19
20.	T : So, what is weapon? S : (Hening)	Enlightening	T2/26.04.19/1/ D21
21.	T : Weapon is senjata tajam. S : (Berisik)	Enlightening	T2/26.04.19/1/ D23
22.	T : This is a smoke free school. Repeat after me. S : This is a smoke free school.	Persuading	T2/26.04.19/2/ D26
23.	T : Okay, now please try to look at the book on page 328. S : (Membuka	Inciting	T2/26.04.19/2/ D39

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	buku)		
24.	T : Please write down a notice in a piece of paper. S : (Berisik)	Inciting	T2/26.04.19/2/ D41
25.	T : Kalau masih bingung, bisa ditanyakan. Ask to me ya. S : Iya, Pak.	Persuading	T2/26.04.19/2/ D43
26.	T : Okay, any question? S : Tidak, Pak	Enlightening	T2/26.04.19/2/ D45
27.	T : Please clean the whiteboard. S : (Berisik, saling menunjuik temannya)	Inciting	T3/02.05.19/1/ D2
28.	T : Please clean the	Inciting	T3/02.05.19/1/

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	whiteboard. S : (Salah satu siswa maju ke depan untuk menghapus papan tulis)		D3
29	T : What is the meaning of Notice in Indonesia? S : Pemberitahuan.	Enlightening	T3/02.05.19/1/ D5
30	T : Berarti, what is the purpose of Notice? S : (Berisik, kemudian hening sejenak)	Enlightening	T3/02.05.19/1/ D7
31.	T : So, what is the purpose? In English please.	Enlightening	T3/02.05.19/1/ D10

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	S : (Hening)		
32.	T : What is it? S : To inform.	Enlightening	T3/02.05.19/1/ D12
33.	T : Now, please try to read. S : (Berisik)	Inciting	T3/02.05.19/1/ D16
34.	T : Read this text, atau read this Notice. And fill in the blank after read it. S : Pak dikerjakan di sini?	Persuading	T3/02.05.19/1/ D19
35.	T : First is Agenda. What is the Agenda? S : (Hening)	Enlightening	T3/02.05.19/1/ D25
36.	T : Please try to answer my	Enlightening	T3/02.05.19/2/ D27

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	<p>question. What is the Agenda on the text?</p> <p>S : Mengembalikan buku ke perpustakaan.</p>		
37.	<p>T : What is in English?</p> <p>Mengembalikan buku ke perpustakaan.</p> <p>S : (Hening)</p>	Enlightening	T3/02.05.19/2/ D29
38.	<p>T : What is Date?</p> <p>S : Tanggal.</p>	Enlightening	T3/02.05.19/2/ D32
39	<p>T : So, what is the Date to returning the books?</p> <p>S : Tanggal 22 April.</p>	Enlightening	T3/02.05.19/2/ D34

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
40.	T : And the next is Time. What is the meaning of Time in Indonesia? S : Waktu. Jam.	Enlightening	T3/02.05.19/2/ D38
41.	T : So, what time to return the books? S : Before 2 p.m.	Enlightening	T3/02.05.19/2/ D40
42.	T : Next. Place. Where is the place? S : Di perpustakaan.	Enlightening	T3/02.05.19/2/ D43
43.	T : Next. Who is to attend. Apa artinya? S : (Hening)	Enlightening	T3/02.05.19/2/ D45
44.	T : Who is to attend itu artinya kepada siapa pemberitahuan atau	Enlightening	T3/02.05.19/2/ D47

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
	<p>pengumuman itu ditujukan.</p> <p>S : For ninth graders.</p>		
45.	<p>T : What is the specific information on the text?</p> <p>S : For farther information.</p>	Enlightening	T3/02.05.19/2/ D50
46.	<p>T : Where we can contact Mrs. Siska?</p> <p>S : In the library.</p>	Enlightening	T3/02.05.19/3/ D53
47.	<p>T : Next. Contact Person atau orang yang bisa dihubungi. Who is that?</p> <p>S : Mrs. Siska.</p>	Enlightening	T3/02.05.19/3/ D55

No .	Utterances	The Students' Reaction of Directive Illocutionary Acts	Code
48.	<p>T : Next. Writer of the Notice. Who is the writer? Siapa penulisnya?</p> <p>S : Library Staff.</p>	Enlightening	T3/02.05.19/3/ D57
49.	<p>T : Then, please continue to the next activity. Fill in the blank with the correct word in the right side.</p> <p>S : Iya, Pak. (Mulai mengerjakan).</p>	Persuading	T3/02.05.19/3/ D61

CHAPTER V

DISCUSSION

In this chapter, the researcher discussed about the types and functions of Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the Eighth grade of SMPN 2 Jetis, and also the students' reaction toward it.

A. Types of Directive Illocutionary Acts Performed by the English Teacher in Teaching and Learning Process at The Eighth Grade of SMPN 2 Jetis

It had been described in previous chapter that there were seven types of Directive Illocutionary Acts, namely Direct, Request, Ask, Tell, Command, Forbid, Suggest, and Warn. The following were the discussions of those acts.

1. Direct

Direct is an instruction from the speaker which cannot be refused by the hearer. The attempt to get the hearer to do something is made in a mode where refusal is precluded.¹⁰⁶ Furthermore, one of the forms of direct is giving directions.

In the previous chapter, it had been explained that there were 18 utterances that had been classified as direct, for examples:

Datum 9 (Transcript 1)

Teacher : “Now, please open your book on page 174.”

Students : “(Mengeluarkan dan membuka bukunya)”

¹⁰⁶ John R. Searle and Daniel Vanderveken, *Foundation of Illocutionary Logic* (New York: Cambridge University Press, 1985), 198.

Based on the context, the utterance contained Directive Illocutionary Acts is directing. It means that the teacher asks the students to open their book, because teaching and learning process is start on that time. In this sentence, the instruction from the teacher is represented by the verb *open* and supported by the word *Now* as one of the forms of directions which have to do by the students in the time or right now without any refusal. So it is called as directing.

Datum 12 (Transcript1)

Teacher : “Okay. First, repeat after me.”

Students : “(Menirukan guru, membaca dialog)”

The utterance above also classified as directing utterance in Directive Illocutionary Acts. It means that the teacher asks the students to repeat the dialog after the teacher read it. In this sentence, the instruction from the teacher is represented by the verb *repeat* and supported by the word *first* as one of the forms of directions which have to do by the students without any refusal. So it is called as directing.

Datum 3 (Transcript 2)

Teacher : “We will discuss it.”

Students : “(Membuka buku pada Bab Notice dan Message)”

On the utterance above contained Directive Illocutionary Acts is directing. It means that the teacher asks the students to open their

book and discuss it. In this sentence, the instruction from the teacher is represented by the verb *discuss* and supported by the word *will* as one of the forms of directions which have to do by the students without any refusal. It is also the form of explanation about the next activity. So it is called as directing.

Datum 15 (Transcript 2)

Teacher : “After listening, please read.”

The utterance above contained Directive Illocutionary Acts is directing. It means that the teacher asks the students to listen and read the text after the teacher pronounces it. In this sentence, the instruction from the teacher is represented by the verb *read* and supported by the word *After* or it is one of the forms of directions

which have to do by the students without any refusal. It is also the form of explanation about the next activity. So it is called as directing.

Datum 25 (Transcript 2)

Teacher : “Next. Look at on page
314. This is a smoke free
school. Repeat after me.”

Students : “This is a smoke free
school.”

The utterance above contained Directive Illocutionary Acts is directing. It means that the teacher asks the students to look at on page 314 of the book and repeat after the teacher pronounces it. In this sentence, the instruction from the teacher is represented by the verb *repeat* and supported by the word *next* or it is one of the forms of directions which have to do by the

students without any refusal. It is also the form of explanation about the activity after it. So it is called as directing.

Datum 4 (Transcript 3)

Teacher : “Now we will learn about
Notice.”

The context of the utterance above contained Directive Illocutionary Acts is directing. It means that the teacher. It means that the teacher asks the students to focus on teaching and learning process, because on this context the teacher and the students will learn about new material. In this sentence, the instruction from the teacher is represented by the verb *learn* and supported by the word *now* or it is one of the forms of directions which have to do by the

students in the same time or right now without any refusal. So it is called as directing.

Datum 24 (Transcript 3)

Teacher : “First is Agenda.”

The utterance above contained Directive Illocutionary Acts is directing. It means that the teacher asks the students to focus on text which discussed about the first point, agenda. In this sentence, the instruction from the teacher is represented by the word *first* or it is one of the forms of directions which have to do by the students without any refusal. So it is called as directing.

Datum 37 (Transcript 3)

Teacher : “And the next is Time”

Based on the context, the utterance above contained Directive Illocutionary Acts is

directing. It means that the teacher asks the students to continue to the next point of materials. In this sentence, the instruction from the teacher is represented by the word *next* or it is one of the forms of directions which have to do by the students without any refusal. It is also the form of explanation about the activity after it. So it is called as directing.

Datum 49 (Transcript 3)

Teacher : “Next. Specific
Information atau
informasi khusus.”

The utterance above contained Directive Illocutionary Acts is directing. It means that the teacher asks the students continue to the next point of materials. In this sentence, the instruction from the teacher is represented by the word *next*

or it is one of the forms of directions which have to do by the students without any refusal. It is also the form of explanation about the activity after it. So it is called as directing.

1. Request

A request is a directive illocution that allows for the possibility of refusal. It can be granted or refused by the hearer.¹⁰⁷ It means that if the speaker asks the hearer to do something, it is not requirement if the hearer cannot do it.

In the previous chapter, it had been explained that there were 23 utterances that had been classified as request, for examples:

Datum 2 (Transcript 1)

Teacher : “Please try to open your
book.”

Students : “(Mengeluarkan buku dan

¹⁰⁷ *Ibid*, 199.

membukanya) Halaman
berapa Pak?”

Based on the context, the utterance contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to open their book and teaching and learning process is start on that time. In this sentence, the instruction from the teacher is represented by the verb *open* and supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it is called as requesting.

Datum 13 (Transcript 1)

Teacher : ”Okay semuanya, listen to
me.”

Students : “(Menirukan guru,
Membaca dialog)”

On the context of the utterance also contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to listen to the teacher or to get the students attention. In this sentence, the instruction from the teacher is represented by the verb *listen* in a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it is called as requesting.

Datum 23 (Transcript 1)

Teacher : “Okay, please do the task
on page 176.”

Students : “(Mulai mempersiapkan
selembar kertas dan

mengerjakannya)”

The utterance above contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to do the task on page 176. In this sentence, the instruction from the teacher is represented by the verb *do* and supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it is called as requesting.

Datum 29 (Transcript 1)

Teacher : “Okay, pay attention.”

Students : “(Membuka buku) Sudah,
Pak.”

The context of the utterance above contained Directive Illocutionary Acts is

requesting. It means that the teacher asks the students to pay attention or to focus anymore in teaching and learning process. In this sentence, the instruction from the teacher is represented by the verb *pay* in a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it called as requesting.

Datum 6 (Transcript 2)

Teacher : “Ayo, please open your
book
on page 312.”

Based on the context, the utterance contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to open their book on page 312 and continued the lesson. In this sentence, the instruction from the teacher is represented by the

verb *open* and supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it is called as requesting.

Datum 15 (Transcript 2)

Teacher : "After listening, please read."

Based on the context, the utterance contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to read the text after the teacher pronounces it. In this sentence, the instruction from the teacher is represented by the verb *read* and supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher's

instruction. It can be refused by the students. So it called as requesting.

Datum 24 (Transcript 2)

Teacher : “Please keep silent.”

Based on the context, the utterance contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to stop making noisy in the class. In this sentence, the instruction from the teacher is represented by the verb *keep* and supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher’s instruction. It can be refused by the students. So it is called as requesting.

Datum 38 (Transcript 2)

Teacher : “Okay, now please try to

look at the book on page
328.”

Students : “(Membuka buku)”

The utterance above contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to look at the book on page 328 and continue the lesson. In this sentence, the instruction from the teacher is represented by the verb *try* and *look*, and also supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher’s instruction. It can be refused by the students. So it is called as requesting.

Datum 1 (Transcript 3)

Teacher : “Please clean the
whiteboard.”

Students : “(Salah satu siswa maju ke depan untuk menghapus papan tulis)”

Based on the context, the utterance contained Directive Illocutionary Acts is requesting. It means that the teacher asks one of the students who get the picket on that day to clean the whiteboard. In this sentence, the instruction from the teacher is represented by the verb *clean* and supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it is called as requesting.

Datum 15 (Transcript 3)

Teacher : “Now, please try to read.”

Students : “(Berisik)”

Based on the context, the utterance contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to read the text which had been shown by the teacher. In this sentence, the instruction from the teacher is represented by the verb *try* and *read*, and also supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it is called as requesting.

Datum 60 (Transcript 3)

Teacher : “Then, please continue to the next activity.”

Students : “Iya, Pak. (Mulai mengerjakan)”

The context of the utterance contained Directive Illocutionary Acts is requesting. It means that the teacher asks the students to continue to the next activity. In this sentence, the instruction from the teacher is represented by the verb *continue* and supported by the word *please* or one of a simple appealing way without any compulsion. In this case, the students have not done the teacher's instruction. It can be refused by the students. So it is called as requesting.

2. Ask

Ask has two quite distinct uses. One is the notion of asking a question and the second is in the notion of asking someone to do something.¹⁰⁸

There are two forms of question. First is yes-no question and the second is wh-question.

¹⁰⁸ *Ibid*, 199.

In the previous chapter, it had been explained that there were 27 utterances that had been classified as ask, for examples:

Datum 6 (Transcript 1)

Teacher : “Okay, do you understand?”

Students : “Yes.”

Based on the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher asks the students either they have understood about the lesson or not. In this sentence, it has the form of asking question through yes-no question which is represented by auxiliary *do* before subject, such as *Do you.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 15 (Transcript 1)

Teacher : “Who is principle in our
school?”

Students : “Kepala Sekolah.”

On the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher asks to the students who the principle in their school is. In this sentence, it has the form of asking question through wh-question which is represented by one of the wh-question word following by to be, such as *Who is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 32 (Transcript 1)

Teacher : “Have you finished?”

Students : “Yes. Sudah, Pak.”

Based on the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher asks to the students either they have finished their work or not. In this sentence, it has the form of asking question through yes-no question which is represented by auxiliary *have* before subject, such as *Have you.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 18 (Transcript 2)

Teacher : “What is drugs and
weapon?”

Students : “Obat-obatan terlarang,
narkoba.”

Based on the context, the utterance also contained Directive Illocutionary Acts is asking. It means that the teacher asks to the students what

the drugs and weapon is. In this sentence, it has the form of asking question through wh-question which is represented by one of wh-question word, such as *What is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 44 (Transcript 2)

Teacher : “Okay, any question?”

Students : “Tidak, Pak.”

Based on the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher ask to the students either the students have question to the teacher or not. In this sentence, it has the form of asking question through yes-no question which is represented by auxiliary *any* before object, such as *Any question?* and question mark in the end of the sentence. So it is called as asking.

Datum 6 (Transcript 3)

Teacher : “Berarti, what is the purpose of Notice?”

Students : “(Berisik, kemudian hening sejenak)”

The context of the utterance above contained Directive Illocutionary Acts is asking. It means that the teacher ask to the students about the purpose of Notice. In this sentence, it has the form of asking question through wh-question which is represented by one of wh-question word following by to be, such as *What is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 24 (Transcript 3)

Teacher : “What is the Agenda?”

Students : “(Hening)”

Based on the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher ask to the students about the agenda in the text which had been read. In this sentence, it has the form of asking question through wh-question which is represented by wh-question word following by to be, such as *What is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 26 (Transcript 3)

Teacher : “What is the Agenda on
the text?”

Students : “Mengembalikan buku ke
perpustakaan.”

The utterance above contained Directive Illocutionary Acts is asking. It means that the

teacher ask to the students what the agenda on the text is. In this sentence, it has the form of asking question through wh-question which is represented by wh-question word following by to be, such as *What is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 31 (Transcript 3)

Teacher : “What is Date?”

Students : “Tanggal 22 April.”

Based on the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher ask to the students about the date of the text. In this sentence, it has the form of asking question through wh-question which is represented by wh-question word following by to be, such as *What is.....?* and

question mark in the end of the sentence. So it is called as asking.

Datum 37 (Transcript 3)

Teacher : “What is the meaning of
Time in Indonesia?”

Students : “Waktu. Jam.”

The utterance also contained Directive Illocutionary Acts is asking. It means that the teacher ask to the students about the meaning of time in Indonesia. In this sentence, it has the form of asking question through wh-question which is represented by wh-question word following by to be, such as *What is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 42 (Transcript 3)

Teacher : “Where is the place?”

Students : “Di perpustakaan.”

Based on the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher ask to the students where the place is. In this sentence, it has the form of asking question through wh-question which is represented by wh-question word following by to be, such as *Where is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 49 (Transcript 3)

Teacher : “What is the specific information on the text?”

Students : “For farther information.”

The context of the utterance contained Directive Illocutionary Acts is asking. It means that the teacher ask to the students about the specific information on the text. In this sentence, it has the form of asking question through wh-

question which is represented by wh-question word following by to be, such as *What is.....?* and question mark in the end of the sentence. So it is called as asking.

Datum 54 (Transcript 3)

Teacher : “Next. Contact Person
atau orang yang bisa
dihubungi. Who is that?”

Students : “Mrs. Siska.”

Based on the context, the utterance contained Directive Illocutionary Acts is asking. It means that the teacher ask the students about the contact person related to the text. In this sentence, it has the form of asking question through wh-question which is represented by wh-question word following by to be, such as *Do*

you.....? and question mark in the end of the sentence. So it is called as asking.



3. Tell

Tell is both assertive and directive. To tell a hearer to do something is to direct in a manner (or mode) which does not give the option of refusal.¹⁰⁹ It means that the speaker want to give certain information to the hearer about something.

In the previous chapter, it had been explained that there were 4 utterances that had been classified as tell, for examples:

Datum 36 (Transcript 3)

Teacher : “April, 22nd May 2018.

Jadi, di bahasa Inggris

penulisan tanggal itu

bulannya dulu kemudian

tanggalnya.”

¹⁰⁹ *Ibid*, 200.

Based on the context, the utterance contained Directive Illocutionary Acts is telling. It means that the teacher tell the students about how to write date in English correctly. In this sentence, it has the form of explanation sentence which bring certain information about something. Meanwhile, the students do not have a chance to give the option or refusal. So it is called as telling.

Datum 41 (Transcript 3)

Teacher : “Yes, before 2 p.m.

Berarti sebelum jam 2

siang.”

On the context above, the utterance also contained Directive Illocutionary Acts is telling. It means that the teacher tell the students about what the meaning of the sentence *before 2 p.m.*. In this sentence, it has the form of explanation

sentence which bring certain information about something. Meanwhile, the students do not have a chance to give the option or refusal. So it is called as telling.

Datum 46 (Transcript 3)

Teacher : “Who is to attend itu
artinya kepada siapa
pemberitahuan atau
pengumuman itu
ditujukan.”

The utterance above contained Directive Illocutionary Acts is telling. It means that the teacher tell the students about the meaning of the clause *who is to attend*. In this sentence, it has the form of explanation sentence which bring certain information about something. Meanwhile, the students do not have a chance to give the option or refusal. So it is called as telling.

Datum 59 (Transcript 3)

Teacher : “So, the Generic Structure of Notice is Agenda, Data, Time, Place, Who is to Attend, Specific Information, and Contact Person.”

Based on the context above, the utterance also contained Directive Illocutionary Acts is telling. It means that the teacher tell the students about the generic structure of Notice. In this sentence, it has the form of explanation sentence which bring certain information about something. Meanwhile, the students do not have a chance to give the option or refusal. So it is called as telling.

4. Command

Command is telling someone to do something which have a great degree of strength derives from the fact.¹¹⁰ The issuance of a command, however requires that the speaker be in a position of authority over the hearer.

In the previous chapter, it had been explained that there were 17 utterances that had been classified as command. For examples:

Datum 1 (Transcript 1)

Teacher : “Now, let’s continue our lesson today about Recount Text.”

Based on the context, the utterance above contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to continue the lesson that day about recount text. In this sentence, the instruction from

¹¹⁰ *Ibid*, 201.

the teacher is represented by the verb *continue* and supported by the word *let's*, such as *Let's continue.....* Meanwhile, the students have to continue the lesson without any refusal. So it is called as commanding.

Datum 11 (Transcript 1)

Teacher : “Now, let's practice the dialog in the book.”

On the context above, the utterance also contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to practice the dialog in the book. In this sentence, the instruction from the teacher is represented by the verb *practice* and supported by the word *let's*, such as *Let's practicee.....* Meanwhile, the students have to practice the

dialog in the book without any refusal. So it is called as commanding.



Datum 21 (Transcript 1)

Teacher : “Write down your answer
on a piece of paper. And
submit to me in the end
of this lesson.”

Students : “Iya, Pak.”

Based on the context, the utterance also contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to do a task related to the lesson. It must be written down on a paper and submitted in the end of the lesson. In this sentence, the instruction from the teacher is represented by the verb *write down* and *submit*. Meanwhile, the students have to write down the answer and submit it to the teacher without any refusal. So it is called as commanding.

Datum 29 (Transcript 1)

Teacher : “Open your book on page
176.”

Students : “(Membuka buku) Sudah,
Pak.”

The context of the utterance above contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to open the book on page 176. In this sentence, the instruction from the teacher is represented by the verb *open*. Meanwhile, the students have to open the book without any refusal. So it is called as commanding.

Datum 1 (Transcript 2)

Teacher : “Now, let’s discuss about
Notice and Message.”

Students : “(Memperhatikan

penjelasan guru)”

The utterance above contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to discuss the materials of that day about Notice and Message. In this sentence, the instruction from the teacher is represented by the verb *discuss* and supported by the word *let's*, such as *Let's discuss.....* Meanwhile, the students have to discuss the lesson about Notice and Message without any refusal. So it is called as commanding.

Datum 30 (Transcript 2)

Teacher : “I will read the text and
each group have to repeat
after me.”

The context of the utterance contained Directive Illocutionary Acts is commanding. It

means that the teacher asks the students to read the text on the book and divide class into three groups. And each group have to repeat after the teacher pronounces it. In this sentence, the instruction from the teacher is represented by the verb *repeat* and supported by the word *have to*, such as *have to repeat.....*. Meanwhile, the students have to repeat the text after the teacher pronounces it without any refusal. So it is called as commanding.

Datum 42 (Transcript 2)

Teacher : “Ask to me ya.”

Students : “Iya, Pak.”

On the context above the utterance also contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to the teacher if any problem with the

materials which had been explained. In this sentence, the instruction from the teacher is represented by the verb *ask*. Meanwhile, the students have to ask to the teacher if find some problems about the lesson. So it is called as commanding.

Datum 22 (Transcript 3)

Teacher : “Listen to me!”

The utterance above contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to focus and pay attention to the teacher when the students make the class become so noisy. In this sentence, the instruction from the teacher is represented by the verb *listen*. Meanwhile, the students have to listen the teacher’s explanation without any refusal. So it is called as commanding.

Datum 60 (Transcript 3)

Teacher : “Fill in the blank with the correct word in the right side.”

Students : “Iya, Pak. (Mulai mengerjakan)”

The utterance above contained Directive Illocutionary Acts is commanding. It means that the teacher asks the students to do the task related to the lesson. It is about fill in the blank with the correct word. In this sentence, the instruction from the teacher is represented by the verb *fill in*. Meanwhile, the students have to fill in the blank of the task with the correct answer. So it is called as commanding.

5. Forbid

Forbid just means order not. Forbidding is the propositional negation of ordering.¹¹¹ It means that the hearer is not allowed to do something.

In the previous chapter, it had been explained that there were an utterance that had been classified as forbid, for example:

Datum 18 (Transcript 2)

Teacher : “Yes, selamat datang di sekolah kami para pengunjung. Don’t bring drugs and weapon. What is drugs and weapon?”

Students : “Obat-obatan terlarang, narkoba.”

¹¹¹ *Ibid*, 202.

Based on the context above, the utterance contained Directive Illocutionary Acts is forbidding. It means that the teacher forbid the students to bring drugs or weapon to the school area. In this sentence, it has form *Don't.....* or the form of interdiction. So it is called as forbidding.

6. Suggest

Suggesting and insisting are respectively weak and strong directives. Suggest differs from insist only by the fact that it has a special mode of achievement of its illocutionary point, namely persistence.¹¹² But, suggestion must not be done by the hearer because it only gives an idea that will be used consideration by the speaker.

In the previous chapter, it had been explained that there were an utterance that had been classified as suggest, for example:

¹¹² *Ibid*, 202.

Datum 8 (Transcript 1)

Teacher : “Okay, we will practice it correctly and loudly.”

On the context above, the utterance also contained Directive Illocutionary Acts is suggesting. It means that the teacher gives an idea to the students in order to practice the dialog in the book correctly and pronounce it loudly. In this sentence, it has the form of offering opinion, such as *Okay, we will practice it correctly and loudly*. It will be used consideration by the students. But, in this case the students have not done the suggestion from the teacher. So it is called as suggesting.

7. Beg

To beg is to request humbly while expressing a strong desire, usually because of a

strong need. There is also another sense of beg which confines the humble request to the special situation of the beggar, a professedly destitute person asking for gifts from supposedly more affluent strangers.¹¹³

In the previous chapter, it had been explained that there were 2 utterances that had been classified as beg, for examples:

Datum 9 (Transcript 3)

Teacher : “So, what is the purpose?”

Students : “(Hening)”

The context of the utterance above contained Directive Illocutionary Acts is begging.

It means that the teacher request humbly to the students to know what the purpose of the text is.

In this sentence, it has the form of repeating

¹¹³ *Ibid*, 204.

question because the question before was not answered by the students. So it is called as begging.

Datum 26 (Transcript 3)

Teacher : “Please try to answer my question.”

Students : “Mengembalikan buku ke perpustakaan.”

The utterance above also contained Directive Illocutionary Acts is begging. It means that the teacher request humbly to the students to try answering the question as can as possible. In this sentence, it has the form of humbly sentence because the students do not do the previous teacher’s instruction, such as *Please try to.....* So it is called as begging.

8. Warn

Warning and advising can be either directives or assertives. Both warn and advise, take both that clauses and the infinitive.

In the previous chapter, it had been explained that there were an utterance that had been classified as warn, for example:

Datum 23 (Transcript 1)

Teacher : “Okay, please do the task on page 176. Don’t forget to write down your name, class, and your student number on the paper.”

Students : “(Mulai mempersiapkan selembar kertas dan mengerjakannya)”

The context of the utterance above contained Directive Illocutionary Acts is warning. It means that the teacher warns the students to forget writing down the name, class, and student number on the paper. In this sentence, it has the form *Don't forget to.....* So it is called as warning.

B. The Reasons of the English Teacher in Performing Directive Illocutionary Acts Performed by the English Teacher in Teaching and Learning Process at The Eighth Grade of SMPN 2 Jetis

It had been described in previous chapter that there were four functions of Directive Illocutionary Acts, namely Elicitation, Instruction, Advice, and Attention-getter. The following were the discussions of those acts.

1. Elicitation

Elicitation is the function of directive which makes the hearer provides the required information for the speaker. The main objective on this function was to get the required information and sometimes to test the students' knowledge about the subject.¹¹⁴

In the previous chapter, it had been explained that there were 28 utterances that had been classified as elicitation function, for examples:

Datum 6 (Transcript 1)

Teacher : “Okay, do you
understand? Mengerti?”

Students : “Yes.”

¹¹⁴ Yulianti Wulansari and Cucu Suhartini, “Directive Speech Acts Realization of Indonesian EFL Teacher” *English Review: Journal of English Education*, Vol 3, No. 2 (June 2015), <http://journal.uniku.ac.id/index.php/ERJEE>. (accessed on 25th January 2019)

Based on the context, the utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the information that the students have understood about the lesson or not. In this sentence, it has the form of yes-no question which is represented by auxiliary *do* before subject, such as *do you...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 15 (Transcript 1)

Teacher : “Who is principle in our school?”

Students : “Kepala Sekolah.”

On the context above, the utterance also classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students’ knowledge about the

principle in the school. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *Who is...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 19 (Transcript 1)

Teacher : “Which
statement/sentence is
match with the picture?”

Students : “Dikerjakan di buku,
Pak?”

The utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students' knowledge about the statement which is match with the picture. In this sentence, it has the form of wh-question which is represented by wh-

question word and following by to be, such as *Which statement/sentence is...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 25 (Transcript 1)

Teacher : “Who is picket today?”

Students : “Hayo siapa yang picket?

(Saling menunjuk

temannya)”

The context of the utterance above can be classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know about whose picket on that day. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *Who is...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 32 (Transcript 1)

Teacher : “Have you finished?”

Students : “Yes. Sudah, Pak.”

Based on the context, the utterance also classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students’ knowledge about the statement which is match with the picture. In this sentence, it has the form of yes-no wuestion which is represented by auxiliary *have* before subject, such as *Have you...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 16 (Transcript 2)

Teacher : “Welcome to our school,
visitors. Kira-kira kalau
dalam Bahasa Indonesia

apa?

Students : “Selamat datang.....”

The utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students' knowledge about the meaning of *Welcome to our school* in Indonesia. In this sentence, it has the form of wh-question which is represented by wh-question word and question mark in the end of the sentence. So it is called as elicitation.

Datum 20 (Transcript 2)

Teacher : “So, what is weapon?”

Students : “(Hening)”

On the context above, the utterance can be classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want

to know the students' knowledge about the meaning of weapon. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?* and question mark in the end of the sentence. So it is called as elicitation.?

Datum 44 (Transcript 2)

Teacher : “Okay, any question?”

Students : “Tidak, Pak.”

The utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the information that the students have question or not. In this sentence, it has the form of yes-no question which is represented by auxiliary *any* before object, such as *any question?* and question

mark in the end of the sentence. So it is called as elicitation.

Datum 4 (Transcript 3)

Teacher : “What is the meaning of
Notice in Indonesia?”

Students : “Pemberitahuan.”

Based on the context, the utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students' knowledge about the meaning of Notice in Indonesia. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *What is...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 23 (Transcript 3)

Teacher : “If you read the Generic Structure from the text, dari teks tersebut ada apa saja kira-kira?”

The utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students' knowledge about the Generic Structure of Notice. In this sentence, it has the form of wh-question which is represented by wh-question word and question mark in the end of the sentence. So it is called as elicitation.

Datum 26 (Transcript 3)

Teacher : “What is the Agenda on the text?”

Students : “Mengembalikan buku ke perpustakaan.”

Based on the context, the utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students’ knowledge about the Agenda related to the text. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *What is...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 28 (Transcript 3)

Teacher : “Okay. What is in English?”

Mengembalikan buku ke perpustakaan.”

Students : “(Hening)”

The utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students' knowledge about the meaning of *mengembalikan buku ke perpustakaan* in English. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *What is...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 39 (Transcript 3)

Teacher : “So, what time to return
the books?”

Students : “Before 2 p.m.”

On the context above, the utterance can be classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want

to know the students' knowledge about the time to return the books related to the text. In this sentence, it has the form of wh-question which is represented by wh-question word, such as *What time...?* and question mark in the end of the sentence. So it is called as elicitation.

Datum 44 (Transcript 3)

Teacher : "Who is to attend. Apa artinya?"

Students : "(Hening)"

The utterance above classified as elicitation functions of Directive Illocutionary Acts. It means that the teacher want to know the students' knowledge about the meaning of *who is to attend*. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *Who is...?*

and question mark in the end of the sentence. So it is called as elicitation.

1. Instruction

Instruction is the function of directive which refer to utterances which are issued to get the addressee to perform an action.¹¹⁵ The main difference between instruction and elicitation was the thing that the speaker wanted from the hearer. In elicitation, the speaker required information, while in instruction, the speaker wanted an action.

In the previous chapter, it had been explained that there were 61 utterances that had been classified as instruction function, for examples:

¹¹⁵ E. Amalsaleh, et al, "Directives Used in University Classrooms." *Journal of Literature and Language*, Vol 5, No. 1 (January 28, 2014): 1–27. <http://ensani.ir/fa/article/download/277190>. (accessed on 3th January 2019)

Datum 2 (Transcript 1)

Teacher : “Please try to open your
book.”

Students : “(Mengeluarkan buku dan
membukanya) Halaman
berapa, Pak?”

Based on the context, the utterance above classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to open the book. In this sentence, it has the form of imperative sentence which is represented with the word *please* and expressed with deeply request. So it is called as instruction.

Datum 4 (Transcript 1)

Teacher : “Open your book on page
173.”

The context of the utterance above also classified as instruction functions of Directive

Illocutionary Acts. It means that the teacher asks the students to open the book especially on page 173. In this sentence, it has the form of imperative sentence, such as *Open your.....*. So it is called as instruction.

Datum 9 (Transcript 1)

Teacher : “Now, please open your book on page 174. Okay, everyone semuanya. Dibuka bukunya.”

Students : “(Mengeluarkan dan membuka bukunya)”

The context on the utterance above classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to open the book especially on page 174. In this sentence, it has the form of imperative

sentence, such as *Please, open your.....*. So it is called as instruction.

Datum 12 (Transcript 1)

Teacher : “Okay. First, repeat after me.”

Based on the context, the utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to repeat the dialog after the teacher pronounces it. In this sentence, it has the form of imperative sentence, such as *repeat after me*. So it is called as instruction.

Datum 17 (Transcript 1)

Teacher : “Now, please do the task below the text in your book.”

Students : “(Mendengarkan perintah

Guru)”

The utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to do the task related to the lesson of that day in their book. In this sentence, it has the form of imperative sentence which is supported by the word *please*, such as *please, do the.....*. So it is called as instruction.

Datum 21 (Transcript 1)

Teacher : “Write down your answer on a piece of paper. Di selemba kertas ya. And submit to me in the end of this lesson.

Dikumpulkan nanti setelah pelajaran selesai.”

Students : “Iya, Pak.”

Based on the context, the utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to write the answer of the task in the book and submit it to the teacher in the end of the lesson. In this sentence, it has the form of imperative sentence, such as *write down....* and *submit it.....* So it is called as instruction.

Datum 23 (Transcript 1)

Teacher : “Don’t forget to write
down your name, class,
and your student number
on the paper.”

Students : “(Mulai mempersiapkan
selembar kertas dan

mengerjakannya)”

The context of the utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to always remember that they have to write down their name, class, and student number on the paper. In this sentence, it has the form of imperative sentence, such as*write down*.... So it is called as instruction.

Datum 27 (Transcript 1)

Teacher : “Please clean the
whiteboard.”

Students : “(Salah satu siswa maju
ke depan untuk
menghapus papan tulis)”

Based on the context, the utterance above also classified as instruction functions of

Directive Illocutionary Acts. It means that the teacher asks the students whose picket on that day to clean the whiteboard. In this sentence, it has the form of imperative sentence which is supported with the word *please*, such as *Please clean th whiteboard*. So it is called as instruction.

Datum 34 (Transcript 1)

Teacher : “Let’s discuss it now.”

Based on the context, the utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to discuss the student’s answer of the task related to the lesson of that day. In this sentence, it has the form of imperative sentence, such as *Let’s discuss.....* So it is called as instruction.

Datum 3 (Transcript 2)

Teacher : “We will discuss it.”

Students : “(Membuka buku pada
Bab Notice dan
Message)”

The utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to discuss new material about Notice and Message. In this sentence, indirectly it has the form of imperative sentence, such as *we will discuss it*. So it is called as instruction.

Datum 15 (Transcript 1)

Teacher : “After listening, please
read.”

Based on the context, the utterance above also classified as instruction functions of

Directive Illocutionary Acts. It means that the teacher asks the students to read the dialog after the teacher pronounces it. In this sentence, it has the form of imperative sentence which is supported by the word *please*, such as *please read*. So it is called as instruction.

Datum 24 (Transcript 2)

Teacher : “Please keep silent. Listen to me.”

On the context above, the utterance also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to stop making noisy in the class and pay attention to the teacher’s explanation about the lesson. In this sentence, it has the form of imperative sentence which is supported by the

word *please*, such as *please keep silent* and *listen to me*. So it is called as instruction.

Datum 1 (Transcript 3)

Teacher : “Please clean the
whiteboard.”

Students : “(Berisik, saling
menunjuk temannya)”

The utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students whose picket of that day to clean the whiteboard. In this sentence, it has the form of imperative sentence which is supported by the word *please*, such as *please clean....*. So it is called as instruction.

Datum 15 (Transcript 3)

Teacher : “Now, please try to read.”

Students : “(Berisik)”

Based on the context, the utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to read the text in the book. In this sentence, it has the form of imperative sentence which is supported by the word *please*, such as *please try to....*. So it is called as instruction.

Datum 60 (Transcript 3)

Teacher : “Then, please continue to the next activity.”

Students : “Iya, Pak. (Mulai mengerjakan)”

On the context, the utterance above also classified as instruction functions of Directive Illocutionary Acts. It means that the teacher asks the students to continue to the next activity. In this sentence, it has the form of imperative sentence which is supported by the word *please*, such as *please continue....*. So it is called as instruction.

2. Suggestion

Suggestion is the opinion about what somebody give to the others but it not be done by the hearer. In the previous chapter, it had been explained that there was an utterances that had been classified as elicitation function, for examples:

Datum 8 (Transcript 1)

Teacher : “Okay, we will practice it

correctly and loudly.”

Based on the context, the utterance above classified as suggestion functions of Directive Illocutionary Acts. It means that the teacher gives the students’ opinion in order to the students practice the dialog correctly and loudly. So it is called as suggestion.

3. Attention-getter

Attention-getter refers to the utterances which are used to attract students’ attention.¹¹⁶ In the previous chapter, it had been explained that there were 4 utterances that had been classified as elicitation function, for examples:

Datum 13 (Transcript 1)

Teacher : “Okay semuanya, listen to me. Dengarkan saya and repeat after me. Tirukan

¹¹⁶ E. Amalsaleh, et al..

saya.”

Students : “(Menirukan guru,
membaca dialog)”

The utterance above classified as attention-getter functions of Directive Illocutionary Acts. It means that the teacher want to get attention from the students in order to the students ready to listen and repeat the dialog in the book. In this sentence, it has the form of imperative sentence which is expressed with deeply request. So it is called as attention-getter.

Datum 24 (Transcript 2) and Datum 22 (Transcript 3)

Teacher : “Please keep silent. Listen
to me.”

Based on the context, the utterance above also classified as attention-getter functions of

Directive Illocutionary Acts. It means that the teacher want to get attention from the students in order to the students stop making noisy in the class and listen to the teacher's explanation about the lesson. In this sentence, it has the form of imperative sentence which is expressed with deeply request. So it is called as attention-getter.

C. The Students' Reaction toward Directive Illocutionary Acts Performed by the English Teacher in Teaching and Learning Process at The Eighth Grade of SMPN 2 Jetis

It had been described in previous chapter that there were three perlocutionary acts or students' reaction toward Directive Illocutionary Acts, namely Persuading, Inciting, and Enlightening. The following were the discussions of those acts.

1. Persuading

Persuading is induces (someone) to do something through reasoning and argument. In the previous chapter, it had been explained that there were 9 utterances that had been classified as persuading, for example:

Datum 3 (Transcript 1)

Teacher : “Please try to open your book.”

Students : “(Mengeluarkan buku dan membukanya) Halaman berapa Pak?”

Based on the context, the utterance above also classified as persuading of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to open the book. Meanwhile, the students give the

reaction toward it and the students open the book and replay the teacher's utterance with an interrogative sentence which is needed to get the reason or argument about the teacher's instruction. In this sentence, it has the form of interrogative sentence, such as *Halaman berapa, Pak?* So it is called as persuading.

Datum 26 (Transcript 1)

Teacher : "Who is picket today?"

Students : "Hayo siapa yang picket?"

(Saling menunjuk
temannya)"

The context of the utterance above also classified as persuading of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to clean the whiteboard. Meanwhile, the students give the

reaction toward it and the students replay the teacher's utterance with an interrogative sentence which is needed to get the reason or argument about the teacher's instruction. In this sentence, it has the form of interrogative sentence, such as *Hayo siapa yang....?* So it is called as persuading.

Datum 36 (Transcript 1)

Teacher : “Nanti dikumpulkan ya jawabannya yang ditulis di kertas.”

Students : “Iya, Pak.”

The utterance above also classified as persuading of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to submit the assignment which is written on the paper. Meanwhile, the students give the reaction toward it and the students replay the teacher's utterance with

asserting sentence which is needed to get the reason or argument about the teacher's instruction. In this sentence, it has the form of asserting sentence, such as *Iya, Pak*. So it is called as persuading.

Datum 43 (Transcript 2)

Teacher : “Silahkan, ayo dikerjakan.
Kalau masih bingung,
bisa ditanyakan. Ask to
me ya.”

Students : “Iya, Pak.”

The context of the utterance above also classified as persuading of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to do the assignment and let the students to give question if the students do not understand about the lesson.

Meanwhile, the students give the reaction toward it and the students replay the teacher's utterance with asserting sentence which is needed to get the reason or argument about the teacher's instruction. In this sentence, it has the form of asserting sentence, such as *Iya, Pak*. So it is called as persuading.

Datum 61 (Transcript 3)

Teacher : "Then, please continue to the next activity. Fill in the blank with the correct word in the right side."

Students : "Iya, Pak. (Mulai mengerjakan)"

The utterance above also classified as persuading of the students' reaction toward Directive Illocutionary Acts. It means that the

teacher asks the students to continue to the next activity, that is fill in the blank task. Meanwhile, the students give the reaction toward it and the students replay the teacher's utterance with asserting sentence which is needed to get the reason or argument about the teacher's instruction. In this sentence, it has the form of asserting sentence, such as *Iya, Pak*. So it is called as persuading.

2. **Inciting**

Inciting is urges or persuades (someone) to act in a violent or unlawful way. In the previous chapter, it had been explained that there were 14 utterances that had been classified as inciting, for example:

Datum 10 (Transcript 1)

Teacher : "Now, please open your

book on page 174. Okay,
everyone semuanya.
Dibuka bukunya.”

Students : “(Mengeluarkan dan
membuka bukunya)”

Based on the context, the utterance above also classified as inciting of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to open the book in violent way which is represented by the word *Now*. Meanwhile, the students give the reaction toward it by an action, and the students open the book without replaying the teacher's instruction. So it is called as inciting.

Datum 24 (Transcript 1)

Teacher : “Okay, please do the task
on page 176. Don't forget

to write down your name,
class, and your student
number on the paper.”

Students : “(Mulai mempersiapkan
selembar kertas dan
mengerjakannya)”

The context of the utterance above also classified as inciting of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to do the task on page 176 in violent way. Additionally, the teacher remembers the students to write down their name, class, and student number on the paper sheet. Meanwhile, the students give the reaction toward it by an action, and the students do the task without replaying the teacher’s instruction. So it is called as inciting.

Datum 2 (Transcript 2)

Teacher : “Now, let’s discuss about
Notice and Message.”

Students : “(Memperhatikan
penjelasan Guru)”

The utterance above also classified as inciting of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to discuss the lesson about Notice and Message in violent way which is represented by the word *Now*. Meanwhile, the students give the reaction toward it by an action, and the students do the task without replaying the teacher’s instruction. So it is called as inciting.

Datum 5 (Transcript 2)

Teacher : “Please try to open your
book. We will discuss it.”

Students : “(Berisik)”

The context of the utterance above also classified as inciting of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to open the book and discuss the material in violent way. Meanwhile, the students give the reaction toward it by an action, and the students do the task without replaying the teacher’s instruction. So it is called as inciting.

Datum 41 (Transcript 2)

Teacher : “Please write down a notice in a piece of paper.”

Students : “(Berisik)”

The context of the utterance above also classified as inciting of the students’ reaction

toward Directive Illocutionary Acts. It means that the teacher asks the students to write down a notice in a piece of paper in violent way. Meanwhile, the students give the reaction toward it by an action, and the students do the task without replaying the teacher's instruction. So it is called as inciting.

Datum 3 (Transcript 3)

Teacher : “Please clean the whiteboard.”

Students : “(Salah satu siswa maju ke depan untuk menghapus papan tulis)”

The context of the utterance above also classified as inciting of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to clean the whiteboard in violent way. Meanwhile, the

students give the reaction toward it by an action, and the students do the task without replaying the teacher's instruction. So it is called as inciting.

Datum 16 (Transcript 3)

Teacher : “Now, please try to read.”

Students : “(Berisik)”

The context of the utterance above also classified as inciting of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students to read the text in the book in violent way which is represented by the word *Now*. Meanwhile, the students give the reaction toward it by an action, and the students do the task without replaying the teacher's instruction. So it is called as inciting.

3. Enlightening

Enlightening is gives somebody more knowledge or understanding of something. In the previous chapter, it had been explained that there were 26 utterances that had been classified as enlightening, for example:

Datum 7 (Transcript 1)

Teacher : “(Membacakan aturan aturan dalam role play. Okay, do you understand? Mengerti?”

Students : “Yes.”

Based on the context, the utterance above also classified as enlightening of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the understanding of the students related to the role

play. Meanwhile, the students give the reaction toward it and the students replay the teacher's utterance. In this sentence, it has the form of yes-no question which is represented by the auxiliary *do* before the subject and the question mark in the end of the sentence. So it is called as enlightening.

Datum 33 (Transcript 1)

Teacher : "Have you finished?"

Students : "Yes. Sudah, Pak."

The context of the utterance above also classified as enlightening of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the information of the students, either the students understand the lesson or not. Meanwhile, the students give the reaction toward it and the

students replay the teacher's utterance. In this sentence, it has the form of yes-no question which is represented by the auxiliary *have* before the subject and the question mark in the end of the sentence. So it is called as enlightening.

Datum 19 (Transcript 2)

Teacher : “What is drugs and
weapon?”

Students : “Obat-obatan terlarang,
narkoba.”

The utterance above also classified as enlightening of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the meaning of drugs and weapon. Meanwhile, the students give the reaction toward it and the students replay the teacher's utterance through answering the

teacher's question. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?*. So it is called as enlightening.

Datum 23 (Transcript 2)

Teacher : “Weapon is senjata
tajam.”

Students : “(Berisik)”

The context of the utterance above also classified as enlightening of the students' reaction toward Directive Illocutionary Acts. It means that the teacher gives the information or new knowledge that weapon is senjata tajam. Meanwhile, the students give the reaction toward it through an action. In this sentence, it has the form of explanation. So it is called as enlightening.

Datum 5 (Transcript 3)

Teacher : “What is the meaning of
Notice in Indonesia?”

Students : “Pemberitahuan.”

The utterance above also classified as enlightening of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the meaning of Notice in Indonesia. Meanwhile, the students give the reaction toward it and the students replay the teacher’s utterance through answering the teacher’s question. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?*. So it is called as enlightening.

Datum 10 (Transcript 3)

Teacher : “So, what is the

purpose?”

Students : “(Hening)”

Based on the context, the utterance above also classified as enlightening of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the purpose of Notice text. Meanwhile, the students give the reaction toward it through an action. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?*. So it is called as enlightening.

Datum 25 (Transcript 3)

Teacher : “What is the Agenda?”

Students : “(Hening)”

The context of the utterance above also classified as enlightening of the students’ reaction toward Directive Illocutionary Acts. It means that

the teacher asks the students about agenda related to the text. Meanwhile, the students give the reaction toward it through an action. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?*. So it is called as enlightening.

Datum 29 (Transcript 3)

Teacher : “What is in English?

Mengembalikan buku ke
perpustakaan.”

Students : “(Hening)”

Based on the context, the utterance above also classified as enlightening of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the meaning of *mengembalikan buku ke perpustakaan*

in English. Meanwhile, the students give the reaction toward it through an action. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?*. So it is called as enlightening.

Datum 34 (Transcript 3)

Teacher : “So, what is the Date to
returning the books?”

Students : “Tanggal 22 April.”

On the context above, the utterance also classified as enlightening of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the date of turning the books to the library. Meanwhile, the students give the reaction toward it through an action and answering the teacher's question. In

this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?*. So it is called as enlightening.

Datum 40 (Transcript 3)

Teacher : “So, what time to return
the books?”

Students : “Before 2 p.m.”

The utterance above also classified as enlightening of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the time of returning the books related to the text. Meanwhile, the students give the reaction toward it through an action and answering the teacher’s question. In this sentence, it has the form of wh-question which is represented by wh-question

word and following by to be, such as *what time...?*. So it is called as enlightening.

Datum 45 (Transcript 3)

Teacher : “Who is to attend. Apa artinya?”

Students : “(Hening)”

Based on the context, the utterance above also classified as enlightening of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the meaning of who is to attend. Meanwhile, the students give the reaction toward it through an action. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *who is...?*. So it is called as enlightening.

Datum 50 (Transcript 3)

Teacher : “What is the specific
information on the text?”

Students : “For farther information.”

The utterance above also classified as enlightening of the students’ reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the specific information on the text. Meanwhile, the students give the reaction toward it through an action and answering the teacher’s question. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *what is...?*. So it is called as enlightening.

Datum 55 (Transcript 3)

Teacher : “Contact Person atau

orang yang bisa

dihubungi. Who is that?"

Students : "Mrs. Siska."

The context of the utterance above also classified as enlightening of the students' reaction toward Directive Illocutionary Acts. It means that the teacher asks the students about the contact person on the text. Meanwhile, the students give the reaction toward it through an action and answering the teacher's question. In this sentence, it has the form of wh-question which is represented by wh-question word and following by to be, such as *who is...?*. So it is called as enlightening.

CHAPTER VI

CLOSING

In this chapter, the researcher presents the conclusion from the discussion on findings of the research and recommendations for other researchers or readers.

A. Conclusions

This part discusses the conclusions of this research paper. There are three major conclusions which answer as a response to the three research questions in Chapter I.

1. There are nine types of Directive Illocutionary Acts performed by the English teacher in teaching and learning process at the Eighth Grade of SMP Negeri 2 Jetis. They are 18 utterances of *direct*, 23 utterances of *request*,

27 utterances of *ask*, 4 utterances of *tell*, 17 utterances of *command*, an utterance of *forbid*, an utterance of *suggest*, an utterance of *warn*, and 2 utterances of *beg*. Meanwhile, *urge*, *require*, *demand*, *order*, *prohibit*, *enjoin*, *permit*, *insist*, *advise*, *recommend*, *supplicate*, *entreat*, *beseech*, *implore*, and *pray* are not found in this research.

2. There are four reasons of the English teacher in performing Directive Illocutionary Acts by the English teacher in teaching and learning process at the Eighth Grade of SMP Negeri 2 Jetis. 28 utterances represent *elicitation*, *instruction* is used in 61 utterances, *attention-getter* is represented in 4 utterances, and *suggestion* is used in an utterance.

Meanwhile, *tactfulness*, *advice*, *conditional*, and *threat* are not found in this research.

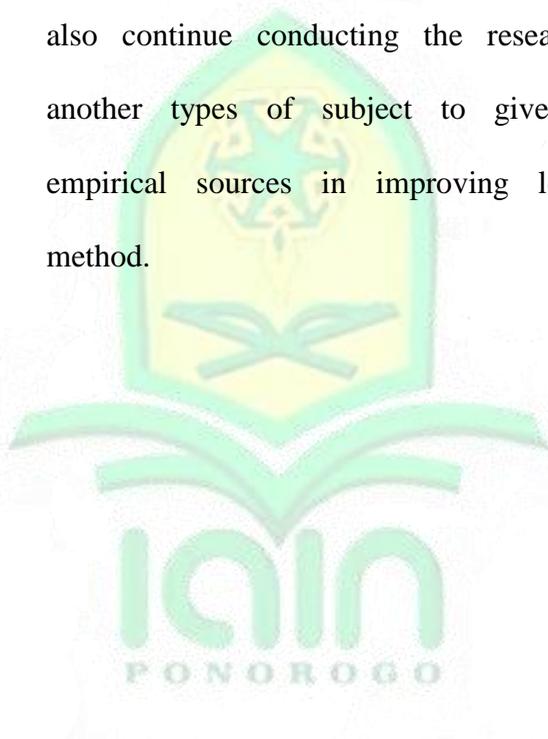
3. There are three Perlocutionary Acts or students' reactions toward effective Illocutionary Acts performed by the English teacher in teaching and learning process at the Eighth Grade of SMP Negeri 2 Jetis. They are 9 utterances of *persuading*, 14 utterances of *inciting*, and 26 utterances of *enlightening*. On the other hand, *angering*, *comforting*, *inspiring*, *convincing*, *scaring*, and *insulting* are not found in this research.

B. Recommendations

The result of this research is expected to give many benefits for students, teacher, and further researchers.

1. The students are expected to understand and more sensitive about the teacher's instruction or direction, and also know what should they react toward it. Therefore, the students have to pay attention and serious in learning process.
2. For the teacher, the application of Directive Illocutionary Acts are very important in teaching technique, because the instruction that submitted by the teachers are understood by the students easier. So the teacher should have ability to communicate or convey the material well in teaching and learning process in the classroom.
3. Indeed, it is also suggested for further researchers to continue conducting the research about directive illocutionary acts and find all of the functions and the reaction

toward it, because in this research, the researcher does not find all of the functions and the reactions of directive illocutionary acts. Furthermore, the further researcher can also continue conducting the research in another types of subject to give more empirical sources in improving learning method.



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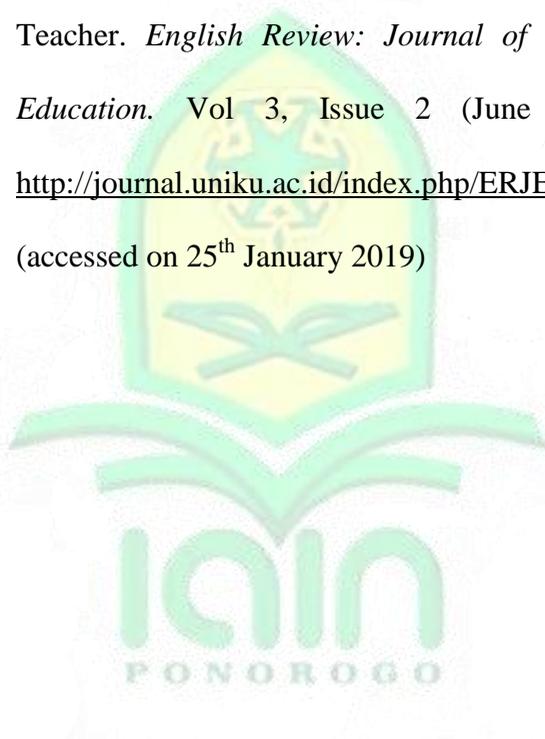
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TRANSCRIPT OF VIDEO 1

Subject : Bahasa Inggris
Class : VIII-B
Topic : Recount Text
Teacher : Ali Rohman, S.Pd.
Date : Tuesday, 5th March 2019

1. T : Now, let's continue our lesson today about Recount Text. It's about the others experience.
2. T : Please try to open your book.
3. S : (Mengeluarkan buku dan membukanya)
Halaman berapa Pak?
4. T : Open your book on page 173. Dibuka bukunya halaman 173.
5. T : The text is about classroom competition, atau lomba antar kelas.
6. T : (Membacakan aturan-aturan dalam role play.
Okay, do you understand? Mengerti?
7. S : Yes.

8. T : Okay, we will practice it correctly and loudly.
9. T : Now, please open your book on page 174.
Okay, everyone semuanya. Dibuka bukunya.
10. S : (Mengeluarkan dan membuka bukunya)
11. T : Now, let's practice the dialog in the book.
Jadi kita akan memainkan peran berdasarkan dialog yang ada di buku ini. We will pronounce it. Kita lafalkan bersama-sama sesuai dengan aturannya.
12. T : Okay. First, repeat after me. Tirukan setelah saya. Dilihat bukunya. Sambil melihat, mendengarkan saya melafalkan percakapan ini terlebih dahulu.
13. T : (Membaca dialog)
Okay semuanya, listen to me. Dengarkan saya and repeat after me. Tirukan saya.
14. S : (Menirukan guru, membaca dialog)
15. T : (Membaca dialog selanjutnya)
Okay. Now is about principle. What is principle? Prinsip. Atau yang paling utama. Who is principle in our school? Siapa yang paling tinggi jabatannya?

16. S : Kepala Sekolah
17. T : Yes. Kepala Sekolah.
- Now, please do the task below the text in your book.
18. S : (Mendengarkan perintah Guru)
19. T : After that, we will discuss it. Kita akan mendiskusikan bersama-sama. Jadi, kalian amati gambar yang ada di task tersebut dan cocokkan dengan kalimat-kalimat yang ada di sampingnya. Which statement/sentence is match with the picture? Pernyataan mana yang sesuai dengan gambar.
20. S : Dikerjakan di buku, Pak?
21. T : Write down your answer on a piece of paper. Di selembar kertas ya.
And submit to me in the end of this lesson.
Dikumpulkan nanti setelah pelajaran selesai.
22. S : Iya, Pak.
23. T : Okay, please do the task on page 176. Don't forget to write down your name, class, and your student number on the paper.
24. S : (Mulai mempersiapkan selembar kertas dan mengerjakannya)

25. T : Who is picket today?
26. S : Hayo siapa yang piket? (Saling menunjuk temannya)
27. T : Please clean the whiteboard.
28. S : (Salah satu siswa maju ke depan untuk menghapus papan tulis)
29. T : Okay, pay attention. Open your book on page 176.
30. S : (Membuka buku) Sudah, Pak.
31. T : (Menjelaskan instruction/perintah pada soal yang ada di buku)
32. T : Have you finished?
33. S : Yes. Sudah, Pak.
34. T : Let's discuss it now.
35. T : Nanti dikumpulkan ya jawabannya yang ditulis di kertas.
36. S : Iya, Pak.

TRANSCRIPT OF VIDEO 2

Subject : Bahasa Inggris
Class : VIII-B
Topic : Notice and Message
Teacher : Ali Rohman, S.Pd.
Date : Friday, 26th April 2019

1. T : Now, let's discuss about Notice and Message.

Message adalah pesan atau teks pesan, yang mana isi dari pesan tersebut bertujuan untuk meminta seseorang melakukan sesuatu. Biasanya teks pesan ini menggunakan kata-kata imperative atau perintah.

Sedangkan Notice adalah pemberitahuan atau pengumuman. Baik itu secara tertulis maupun lisan.

2. S : (Memperhatikan penjelasan Guru)
3. T : Please try to open your book. We will discuss it.
4. S : (Membuka buku pada Bab Notice dan Message)

5. S : (Berisik)
6. T : Ayo, please open your book on page 312.
7. T : Okay, please repeat after me. Tirukan saya ya.
8. T : Notice.
9. S : Notice.
10. T : Cell phone use is prohibition on school ground.
11. S : Cell phone use is prohibition on school ground.
12. T : Together. Everyone, semuanya.
13. T : Cell phone use is prohibition on school ground.
14. S : Cell phone use is prohibition on school ground.
15. T : Naahh. Together. After listening, please read.
16. T : Welcome to our school, visitors. Kira-kira kalau dalam Bahasa Indonesia apa?
17. S : Selamat datang
18. T : Yes, selamat datang di sekolah kami para pengunjung.
Don't bring drugs and weapon. What is drugs and weapon?

19. S : Obat-obatan terlarang, narkoba.
20. T : So, what is weapon?
21. S : (Hening)
22. T : Weapon is senjata tajam.
23. S : (Berisik)
24. T : Please keep silent. Listen to me.
25. T : Next. Look at on page 314. Bersama-sama, together ya.
This is a smoke free school. Repeat after me.
26. S : This is a smoke free school.
27. T : Smoking is prohibited.
28. S : Smoking is prohibited.
29. T : Now please divide this class into three groups, based on the line of the seats. Dibagi jadi 3 kelompok ya, sesuai dengan barisan tempat duduknya.
30. T : I will read the text and each group have to repeat after me. Secara bergantian nanti ya.
31. T : Kelompok yang lainnya mendengarkan kelompok yang sedang membaca, dan membenarkan kalau ada yang salah.
32. T : This is a smoke free school.
33. S : This is a smoke free school.

34. T : Once more. Ayo, together, bersama-sama.
This is a smoke free school.
35. S : This is a smoke free school.
36. T : Smoking is prohibited.
37. S : Smoking is prohibited.
38. T : Okay, now please try to look at the book on
page 328.
39. S : (Membuka buku)
40. T : Please write down a notice in a piece of
paper.
Menulis notice pada selembur kertas. Nanti
dikumpulkan ya.
41. S : (Berisik)
42. T : Silahkan, ayo dikerjakan.
Kalau masih bingung, bisa ditanyakan. Ask
to me ya.
43. S : Iya Pak.
44. T : Okay, any question? Ada pertanyaan?
45. S : Tidak Pak.

TRANSCRIPT OF VIDEO 3

Subject : Bahasa Inggris
Class : VIII-B
Topic : Notice
Teacher : Ali Rohman, S.Pd.
Date : Thursday, 2nd May 2019

1. T : Please clean the whiteboard.
2. S : (Berisik, saling menunjuk temannya)
3. S : (Salah satu siswa maju ke depan untuk menghapus papan tulis)
4. T : Okay, last week we had studied about Recount Text. Now we will learn about Notice. What is the meaning of Notice in Indonesia?
5. S : Pemberitahuan.
6. T : So, Notice is pemberitahuan or pengumuman. Berarti, what is the purpose of Notice? Tujuan dari penulisan Notice itu kira-kira apa?
7. S : (Berisik, kemudian hening sejenak)

8. T : Apa? Tujuannya untuk apa? Kalau pengumuman berarti tujuannya untuk apa? Mengumumkan atau memberi informasi.
9. T : So, what is the purpose? In English please.
10. S : (Hening)
11. T : Okay, tujuannya adalah to inform. What is it?
12. S : To inform.
13. T : Inform. Informasi. Menginformasikan.
14. T : And the next, Generic Structure atau struktur teks.
15. T : (Membagikan satu lembar kertas)
Now, please try to read.
16. S : (Berisik)
17. T : Please read. Dibaca.
18. T : Read this text, atau read this Notice. And fill in the blank after read it. Dibaca, kemudian isi titik-titik di bawah teks itu setelah membaca.
19. S : Pak dikerjakan di sini?
20. T : Yes.
21. S : (Berisik)
22. T : Please keep silent. Listen to me!

23. T : If you read the Generic Structure from the text, dari teks tersebut ada apa saja kira-kira?
24. T : First is Agenda. What is the Agenda? Acaranya apa?
25. S : (Hening)
26. T : Please try to answer my question. What is the Agenda on the text?
27. S : Mengembalikan buku ke perpustakaan.
28. T : Okay. What is in English? Mengembalikan buku ke perpustakaan.
29. S : (Hening)
30. T : Return artinya mengembalikan. Kalau pengembalian berarti Returning. Jadi bagaimana? Returning books to the library.
31. T : Okay, next. Selanjutnya adalah Date. What is Date?
32. S : Tanggal.
33. T : Yes, Date is tanggal. So, what is the Date to returning the books?
34. S : Tanggal 22 April.
35. T : In English, please.
36. T : April, 22nd May 2018. Jadi, di bahasa Inggris penulisan tanggal itu bulannya dulu

kemudian tanggalnya.

37. T : And the next is Time. What is the meaning of Time in Indonesia?
38. S : Waktu. Jam.
39. T : Yes, Time is waktu atau jam. So, what time to return the books?
40. S : Before 2 p.m.
41. T : Yes, before 2 p.m. Berarti sebelum jam 2 siang.
42. T : Next. Place. Where is the place?
43. S : Di perpustakaan.
44. T : Next. Who is to attend. Apa artinya?
45. S : (Hening)
46. T : Who is to attend itu artinya kepada siapa pemberitahuan atau pengumuman itu ditujukan.
47. S : For ninth graders.
48. T : Kalau siswanya lebih dari satu berarti gradernya menggunakan "s". tapi kalau hanya 1, berarti grader saja.
49. T : Next. Specific Information atau informasi khusus. What is the specific information on the text? Apa kira-kira informasi khusus

pada tells tersebut.

50. S : For farther information.
51. T : Yes, for farther information or question, please contact Mrs. Siska. Yaitu untuk informasi lebih lanjut silahkan hubungi Bu Siska.
52. T : Where we can contact Mrs. Siska?
53. S : In the library.
54. T : Next. Contact Person atau orang yang bisa dihubungi. Who is that?
55. S : Mrs. Siska.
56. T : Yes, Mrs. Siska.
Next. Writer of the Notice. Who is the writer? Siapa penulisnya?
57. S : Library Staff.
58. T : Yes, Library Staff atau staf perpustakaan.
59. T : So, the Generic Structure of Notice is Agenda, Data, Time, Place, Who is to Attend, Specific Information, and Contact Person.
60. T : Then, please continue to the next activity. Fill in the blank with the correct word in the right side. Mengisi titik-titik di bawah

menggunakan kata-kata di sebelah kanan soal dengan tepat.

61. S : Iya, Pak. (Mulai mengerjakan).



TRANSCRIPT OF INTERVIEW

Friday, 26th April 2019

ET : English Teacher (Ali Rohman S.Pd.)

R : Researcher (Zulfa Kunti Soraya)

R : Assalamualaikum. Mohon maaf mengganggu waktu Bapak sebentar. Bagaimana kabar Bapak?

ET : Alhamdulillah baik mbak. Gimana? Sudah mau wisuda ya?

R : Iya Pak, insyaAllah ini masih dalam proses. Tinggal melengkapi data-data yang masih kurang saja Pak.

ET : Apa saja kira-kira yang belum tercukupi?

R : Jadi begini Pak, untuk melengkapi data-data penelitian saya di SMP Negeri 2 Jetis, terkait dengan Directive Illocutionary Acts, saya ingin melakukan interview dengan Bapak.

ET : Oh, iya iya. Bagaimana mbak?

R : Dari hasil penelitian saya di dalam kelas, selama proses pembelajaran kan saya menjumpai banyak sekali penggunaan Directive

Illocutionary Acts, nah kira-kira alasan Bapak untuk menggunakannya itu apa Pak?

ET : Nah.. Jadi begini mbak. Anak-anak di sini kan kemampuan Bahasa Inggrisnya masih dalam kategori sedang, malahan bisa dikatakan menengah ke bawah. Nah, maksud dan tujuan saya dalam menggunakan Directive Illocutionary Acts itu anak-anak bisa lebih memahami dan bisa menerima materi yang saya sampaikan. Selain itu, saya juga ingin melatih anak-anak untuk sedikit peka terhadap lingkungan sekitar.

R : Jadi, fungsi dari Directive Illocutionary Acts itu sendiri apa ya Pak? Dan biasanya Bapak menerapkannya itu kapan?

ET : Kalau menurut saya, fungsinya Directive Illocutionary Acts itu ada banyak ya mbak. Nah mungkin gini, pada saat saya memberi instruksi kepada siswa, otomatis siswa tersebut akan melakukan apa yang saya perintahkan. Nah di situ, siswa akan melakukan action atau tindakan dari instruksi tersebut.

R : Selain itu Pak? Mungkin masih ada lagi?

- ET : Iya. Contoh lain katakanlah. Ketika saya memberi pertanyaan kepada siswa untuk mengetahui pengetahuan siswa, maka di sini saya membutuhkan informasi. Entah itu informasi tentang pengetahuan, tentang pemahaman siswa, dan lain sebagainya.
- R : Jadi, itu bisa diungkapkan seperti halnya dalam bentuk pertanyaan gitu ya Pak ya?
- ET : Iya mbak. Selain itu ketika saya sedang mengajar dan siswa ramai sendiri, saya juga harus menarik kembali perhatian siswa agar materi yang saya sampaikan bisa diterima dengan baik. Tak hanya itu, saya juga tidak akan segan-segan untuk menegur siswa yang ramai di dalam kelas selama proses pembelajaran berlangsung.
- R : Setelah itu, apakah siswa juga akan kembali focus dalam proses pembelajaran lagi Pak?
- ET : Tergantung mbak. Jadi guru itu harus sabar menghadapi siswa, karena siswa itu mempunyai banyak sekali perbedaan karakter. Jadi kita harus mampu memahami semua itu. Terkadang memberi nasehat kepada mereka itu juga sangat

diperlukan mbak. Karena mereka itu ditegur satu dua kali saja kadang tidak mempan. Butuh siraman rohani, nasehat, secara berulang kali.

R : Nah untuk respon siswanya sendiri bagaimana Pak?

ET : Ketika saya memberi instruksi, siswa akan melakukan tindakan berdasarkan instruksi saya. Ketika saya melempar sebuah pertanyaan, siswa berusaha menjawab dengan berbagai informasi dan pengetahuan yang mereka punya. Ketika para siswa kehilangan konsentrasi dan saya berusaha menarik konsentrasinya lagi, dan butuh berulang kali, maka lama kelamaan siswa juga akan nurut. Apalagi ketika guru tak bosan untuk selalu memberi nasehat baik kepada siswanya.

R : Jadi, kesimpulannya kalau Directive Illocutionary Acts itu bisa dijadikan sebagai alat untuk menggali informasi, memberi instruksi, menarik perhatian siswa dalam proses pembelajaran, serta nasehat, begitu ya Pak?

ET : Iya mbak. Saya rasa seperti itu.

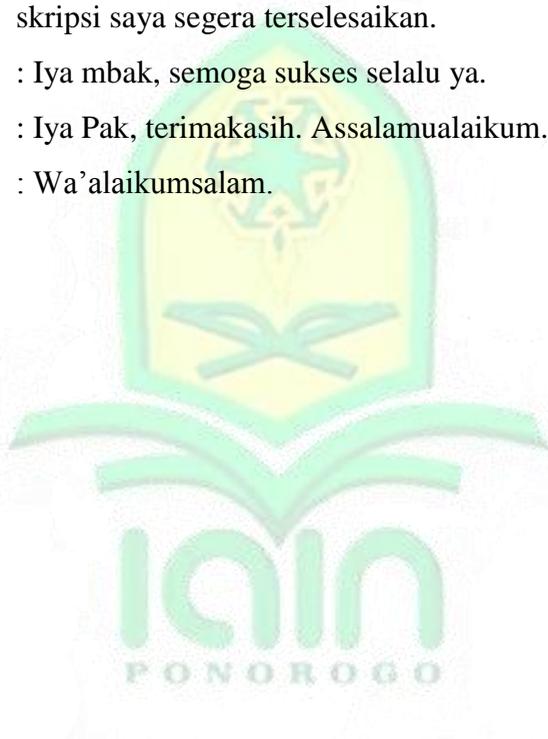
R : Iya Pak. Emmm, Pak sepertinya ini saya sudah mendapatkan cukup data-data untuk

melengkapi hasil penelitian saya di sekolah ini melalui interview yang barusan saya lakukan dengan Bapak. Dan mohon maaf, saya mohon pamit dulu. Terimakasih atas segala informasinya. Minta doanya ya Pak semoga skripsi saya segera terselesaikan.

ET : Iya mbak, semoga sukses selalu ya.

R : Iya Pak, terimakasih. Assalamualaikum.

ET : Wa'alaikumsalam.



CURRICULUM VITAE



Zulfa Kunti Soraya was born in Malang, December 9, 1997. Her E-Mail address is zulvasoraya@gmail.com. She was so thankful for living on earth as a daughter of Mr. Satupan and Mrs. Suryah and a sister of one lovely brother, Mr. Muhammad Rifa'i. In 2003 until 2009 she studied in SDN 8 Tumpakrejo, Kalipare, Malang. After that, in 2009 until 2012 she studied in SMPN 1 Donomulyo, Malang. In addition, she went to MAN Donomulyo, Malang and taking Exact (IPA) as her focus of study. She studied there in 2012 until 2015. Then, in 2015 she continued to STAIN Ponorogo and took English Department.