

CHAPTER II

THEORETICAL REVIEW

This chapter will discuss speech act, directive speech act including its' strategies and the factors, the context, teacher directive speech act in English learning interaction, and the relevant studies.

2.1 Speech Act

Speech acts are an important part of pragmatic studies. An utterance can frequently evoke an effect or reaction from the speaker or interlocutor. The utterances are not only intended to provide information, but also to influence the interlocutor. Verschueren (1998) stated that "Interest in this type of act, structurally corresponding to sentences and called speech act, has been one of the basic ingredients of pragmatics for a long time" (p. 22). This activity in uttering utterances in an interaction is called a speech act or speech act.

Austin (1975) explained speech acts as philosophical studies. This research is based on the assumption that there is context in each utterance used to explain said utterance or the ongoing use of language, so that an utterance's meaning can be more easily understood. Carr and Schrock (2012) stated that "Speech acts are units of dialogue that provide both meaning and reality" (p. 177). Yule (2014) proposed another interpretation, stating that speech acts are actions displayed through utterances. In speech, the speaker intends to convey a message that the speech partner can understand. Meanwhile, Chaer (2010) thinks that a speech act is a psychological symptom whose continuity is determined by the speaker's language ability in dealing with specific situations.

Speech act becomes an important thing in communication. This is because when communicating with other individuals, a speaker will use words to convey an intention or message that will be understood by the recipient (listener) (Grundlingh, 2017).

The meaning of an utterance is not always expressed clearly in daily communication, but the intention is conveyed hidden behind the utterance. Commanding speech acts are not always manifested in utterances in the form of imperative sentences; they may also be realized in utterances in the form of interrogative sentences. The form of the sentence in an utterance can vary, such as declarative, interrogative, and imperative forms. The three forms of the sentences can be described as follows.

1. Declarative

Declarative sentences are sentences that intended to tell something without expecting a response from the speech partner. Chaer (2010) defines a declarative sentence as a sentence that intended to ask the speech partner to listen to the sentence just to pay attention, the speech partner does not have to do anything. According to Alwi et al. (2003), declarative sentences can take the form of passive, active, inversion, or other sentences as long as the content is telling news.

2. Interrogative

Interrogative sentences are used to ask the speech partner. Interrogative sentences are sentences that ask the speech partner to provide an answer. The characteristics of interrogative sentences are sentences accompanied by question words such as: what, who, where, when, why or how. Interrogative sentences in written form usually end with a question mark (?), while interrogative sentences in spoken form have a rising pitch (Chaer, 2010; Alwi, et al, 2003).

3. Imperative

Imperative sentences are sentences in which the speaker expects a response in the form of an action from the speech partner. This imperative sentence contains affirming particles and words in the form of invitations, requests, hopes, and prohibitions. Imperative sentences can also take the form of basic verbs and low-pitched endings (Ramlan, 2005; Alwi, et al, 2003).

According to Searle (1969), there are three types of actions embodied by speakers in an utterance based on pragmatics: locutionary act, illocutionary act, and perlocutionary act.

1. . Locutionary Act

Locutionary acts are the basic speech acts that produce a meaningful linguistic expression (Yule, 2014). From the definition, it can be said that locutionary acts is in accordance with the literal meaning of the word or the sentence. The word or the sentence have no hidden intention or meaning.

2. Illocutionary Act

Based on speech act theory, Amin, Safa, Darwis and Maknun (2017) state that illocutionary acts are an important part of understanding a speech act. Searle (1969) defines illocutionary act as an action in the form of speech that functions to inform something and can also function to influence the speech partner to do something. In line with Searle, Rohmadi (2010) stated that illocutionary act is a speech act that not only means to say something but also to do something. The action can be interpreted as a speech act that informs something, performs something, and contains an intention. Illocutionary acts are not easy to identify, because illocutionary acts are related to who the speaker is, to whom, when, and where the speech act takes place. Searle (in Leech, 1983) divides illocutionary acts into several types, namely assertives, directives, commissive, expressives, and declarative.

3. Perlocutionary Act

Rohmadi (2010) said that perlocutionary acts are speech acts whose utterances are intended to influence the speech partner. Chaer and Agustina (2010) explain that perlocutionary acts are speech acts related to the presence of other people's speech in relation to non-linguistic attitudes and behavior of other people.

From some of the explanations presented above, a conclusion can be drawn that speech acts are utterances that contain illocutionary intent and affect the interlocutor. Speech acts can be in the form of sounds, words, phrases, sentences, or utterances that have a certain purpose and affect the listener. Speech Act is a psychological symptom that depends on the speaker's language ability. Speech Act in utterances can be found in imperative, interrogative, and declarative sentences.

2.2 Directive Speech Acts

Directive speech acts are part of illocutionary speech acts. Yule (1996) states that directive speech acts are speech acts in which speakers can make their speech partners do something, in directive speech acts contain something that is the desire of the speaker. In line with Yule, Beck (2007) states that directive speech acts contain a direction to do something that the speaker wants. That is, language can be used to make other people, both in terms of emotions, feelings, and behavior to do something as desired by the speaker.

Searle (in Leech, 1983) states that there are five types of directive speech: ordering, commanding, requesting, advising, recommending. In line with Searle, Yule (1996) also divides directive speech acts into five kinds, namely ordering, commanding, requesting, advising and recommending. Prayitno (2011) divides directive speech acts into six types, namely command, requests, invitations, advice, critique, and prohibitions. The six types of directive speech acts are described as follows.

1. Command

Command is a form of speech that has the intention that speech partners want to carry out what the speaker wants. Prayitno (2011) reveals that directive command are words that intend to tell speech partners to do something. This directive command is in the form of a signal, command or rule from the speaker as a person who feels he has a higher position than the speech partner. The speaker expresses his will that his speech is in relation to the position above the speech partner. This is a sufficient reason for the speech partner to

take action. Speakers express their speech with the intention that speech partners take action (at least part of) the speaker's wishes. What the speaker expresses contains the belief that his utterance contains sufficient reason for the speech partner to perform an action. The speaker considers his/her speech to have higher authority than the speech partner. For example, physical, psychological, or institutional which gives weight to his speech (Ibrahim, 1993).

Fokker in Rahardi (2005) states that the sentences in a command can be known from the use of grammatical forms. An order sentences can be in the form of ordinary commands, subtle commands, and requests. A subtle command is when the speaker does not seem to be commanding anymore, but tells to try or invites his/her speech partner to do something as desired by the speaker, while a command sentence in the form of a request is a command sentence with a very subtle level of command. It is usually accompanied by the speaker's attitude which is more humble than the speaker's attitude when telling. The form of command speech acts is not always expressed in imperative form, but uses other forms according to the context.

2. Request

Request is a form of speech that intends to influence speech partners to fulfill the speaker's wishes. Prayitno (2011) states that directive request is an utterance that aims to influence through begging and expecting the speech partner to be given something as requested by the speaker.

The form of the request sentence is characterized by the use of the words such as "please", "hope", "beg", and any other phrases that mean to ask (Rahardi, 2005). This type of request does not only use the imperative sentence form, but it can use other forms according to the context.

3. Invitation

Invitation is a form of speech that intends to influence speech partners to participate in doing what is spoken by the speaker. This is based on Prayitno's

opinion (2011) which states that directive invitation contains the intention to invite speech partners to do something as stated by the speaker. Rahardi (2005) states that the form of invitation is characterized by the use of politeness markers "let's" or "come". The form of invitation speech act does not only use the imperative form, but can use other forms depending on the context.

4. Advice

Prayitno (2011) states that advice is an instruction that contains good lessons learned from the speaker and can be used as a reason for speech partners to do something. This is in line with Ibrahim (1993) who reveals that the advice in speech act is an expression of the speaker to suggest the speech partner to do an action. The speaker expresses the belief that in his speech there is a reason for the speech partner to take the action. The speaker expresses the intention that the speech partner can take this belief as a reason for him to do something. What the speaker expresses in the advice is the belief in a good action for the benefit of the speech partner. The form of an advice sentence does not only use the declarative form, but can use other forms depending on the context behind the speech act.

5. Critique

Critique is a form of speech that has the intention of giving a reminder to the speech partner for the action taken. The speech is intended so that the speech partner does not do similar actions and can do well in the future. Prayitno (2011) reveals that directive critique is a language action that aims to give feedback on the actions of speech partners. This is based on the speech partner who is lacking in providing a service or request from the speaker. This type of critique is usually characterized by high intonation, negative meaning, and expressed when one's emotions are less stable.

The form of criticism speech does not always use declarative sentences, but can use other forms according to the context behind it.

6. Prohibitions

Prohibition is a form of speech that has the intention that speech partners do not do what the speaker says. This is based on Prayitno's opinion (2011) which states that directive prohibition is a speech act that aims to prevent speech partners from doing something that is spoken by the speaker. Ibrahim (1993) explains that the prohibition is a speech act that expresses restrictions to speech partners. The speaker expresses the authority of the belief that the utterance shows sufficient reason for the speech partner not to do something. The form of prohibition is usually characterized by the use of the words "do not" and "should not". This type of prohibition is not always expressed in imperative speech, but other forms depending on the context.

A. Directive Speech Act Strategy

Speech act strategy is a way used by speakers or speech participants to express the act or function of speech acts by using direct or indirect speech and literal or non-literal. The selection of these types of speech acts can be seen based on their structure. The separation of structures in general can be known easily through the relationship shown by three structures, namely declarative, interrogative, imperative.

Communication is not only related to the textual, but also to the interpersonal. This interpersonal nature is a style or strategy used by the speaker so that the speech can be well received. Wijana and Rohmadi (2009) divide the strategies of speech acts into two, namely, first, direct speech acts and indirect speech acts. Second, literal speech acts and non-literal speech acts.

1. Direct Speech Act and Indirect Speech Act

Indirect speech acts are usually used to speak politely, commands can be expressed with declarative sentences or interrogative sentences so that the person being ordered does not feel he is being ordered. In other words, this indirect speech act occurs when there is an indirect relationship between structure and function (Yule, 2014; Wijana & Rohmadi, 2009). Furthermore,

Edmondson (Suyitno, 2006) explains that indirect speech acts will be easy to understand for native speakers, so it does not cause much communication disruption. This is because native speakers have the same prepositions and references so that with the existing context the speech partners easily understand the implicature and are able to draw inferences from the meaning or intent of the speaker's speech. However, for foreign speakers the meaning of the utterance will be difficult to understand because they do not have the same prepositions and references.

An utterance includes a direct strategy with imperative form with the indicator that in the utterance there is an element that can make speech partners to do something, the utterance works to give command. That is, a direct strategy speech is a speech that has the same meaning as what is said. This speech does not have an implicit intention. This is because the utterance has the same relationship between its structure and its function. An utterance as a declarative form with indirect strategy, there is an indicator that the utterance is used to tell something that is not the same as its function. It has an implied message. In short, the utterance is meant to be different from what is said, because the utterance has an indirect relationship between its structure and its function.

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2. Literal speech act and non-literal speech act

Literal speech act is a speech act in which the intention of an utterance is the same as the meaning of the words that construct it, while nonliteral speech act is a speech act in which the intention of the utterance is not the same or contrary to the meaning of the words that construct it (Wijana and Rohmadi, 2009).

An utterance is said to have a literal strategy with an imperative form based on the indicator that if the utterance will be used to make speech partners do something (commanded) and is expressed with the same speech structure as the intention of the utterance (commanded). On the other hand, an utterance belongs to the non-literal strategy with imperative form based on the indicator

that the utterance is intended to command something to the speech partner however the meaning is not the same as the words that construct it.

B. Factors Behind the Use of Directive Speech Act

The occurrence of speech events cannot be separated from the factors underlying it. A speech event is an activity between speakers and speech partners interacting with language and conventional ways to achieve a result (Yule, 2014). In every interaction or communication process, there are several components involved that have a role in the occurrence of speech events. Bell (1976) states that there are three components that have traditionally been recognized, namely, speakers, speech partners, and topics of conversation.

Speech event is an ongoing linguistic interaction in an utterance involving two parties, namely speakers and speech partners with one subject of speech in a certain time, place and situation (Chaer, 2010). So, the interaction that occurs between teachers and students in the classroom in learning English by using language as a means of communication is a speech event.

Speech events occur at a certain place, time, and at certain situation. This speech situation produces speech in a communication. In an utterance does not always directly represent the meaning of its elements, but there are various kinds of intentions expressed through utterances.

Leech in "Principles of Pragmatics" states that pragmatics is the study of meaning in relation to the speech act situation. There are several aspects or factors that underlie the speech situation that must be considered in a speech act. Leech (1993) mentions the five aspects of speech including speakers and speech partners, speech context, speech purpose, speech as speech act activities, and speech as verbal acts. The following are the aspects of the situation.

1. Speakers and Speech Partners

The concept of speakers and speech partners is not only for spoken language, but also for written language. In written discourse includes writers and readers, while in spoken discourse includes speakers and speech

partners/listener. Aspects related to speakers and speech partners are age, social background, economy, gender and level of familiarity (Leech, 1993). Furthermore, Nadar (2013) explains that related to speakers and speech partners, it is emphasized that speech partners or speakers are the target of the speaker's speech. Therefore, speech partners must be distinguished from speech receivers. The speech partner is the person addressed by the speaker and is used as a target to receive the speech message, while the speech receivers can be a person who happens to pass by and receive the speech message.

2. Speech Context

Speech context relates to all aspects of the physical or social setting behind an utterance. Mey in Nadar (2013) states that context is an environmental situation that allows speech participants to interact by using language that can be understood. Meanwhile, Leech (1993) states that context in speech can be understood in various ways. The context of the speech is the background knowledge between the speaker and the speech partner in the form of the contribution of the speech partner's interpretation of what the speaker intended.

3. Purpose of Speech

Speakers use various types or forms of speech acts based on the intent and purpose of an utterance. In pragmatics, speaking is an activity that is oriented towards the purpose of an utterance (Leech, 1993). In that regard, various types of speech acts can be used to express the same intent or purpose. Or vice versa, various purposes or objectives of speech can be expressed with one type of speech. Putrayasa (2014) explains that in pragmatics, speaking is a goal-oriented activity. Forms of speech such as "afternoon" or "good afternoon" can be used for the same purpose, namely greeting speech partners who are met during the day. However, if it is uttered in a certain tone and in a different situation, it will have another meaning. For example, used in class discourse, this speech is a form of criticism to students who come late to class.

So, there is a fundamental difference between the use of functional pragmatics and formal grammatical pragmatics. In the formal view, each different lingual form will have a different meaning.

4. Speech as a Form of Action or Activity: Speech Act

Speech in the form of actions with regard to speech is considered a form of activity or speech act. Pragmatics describes actions or performances that take place in a particular situation and time. In this case pragmatics studied language at a concrete level compared to grammar (Leech, 1993). Furthermore, Putrayasa (2014) explains that if grammar regarding linguistic elements is seen as an abstract language entity, then pragmatics deals with verbal acts that occur in a particular situation. In this regard, pragmatics handles language as a more concrete level than grammar. An utterance is seen as a concrete entity that is clear to the speaker and the speech partner, as well as the time and place of its utterance.

5. Speech as a Product of Verbal Action

In the study of pragmatics, speech is an element of language which its meaning is studied. In other words, pragmatics is the study of the meaning in speech, while semantics is the study of the meaning of a sentence. Speech used in pragmatics not only refers to the verbal act itself, but to the product of a verbal act (Leech, 1993). Putrayasa (2014) states that the speech used in the field of pragmatics is a form of speech acts. Therefore, the speech produced is a form of verbal action.

From the explanation above, it can be concluded that directive speech act is a type of speech act used by speakers to ask others to do something according to the speaker's wishes. There are six types of directive speech acts, namely commands, requests, invitations, advice, critique, and prohibitions. These types of directive speech acts will be the reference for the researcher in analyzing the data.

Each types are spoken with strategies and spoken with certain reasons that related to the five factors as explained above.

2.3 Context

Every interaction in speech act activities refers to the speech situation. More specifically, Leech (2015) reveals the aspects of the speech situation that can be used as criteria are five kinds, namely the addresser (speaker) or the addressed (speech partner), the context of an utterance, the purpose of an utterance, the utterance as an action or activity: speech act, and the utterance as a product of verbal action. A speech act will require things such as analysis of background information shared about the conversation, as well as rationality and linguistic conventions (Altikriti, 2011). This is related to the context of the conversation behind the speech act. Similarly, the English learning process at MTS Pulokemiri refers to the context, so that speakers and speech partners can both understand the intent and purpose of an utterance.

Mulyana (2005) defines context as the situation or setting in a conversation. Context can be considered as the cause and reason for a conversation. Everything related to speech, related to its meaning, purpose, and information, is very dependent on the context behind the speech event.

Kridalaksana (2008) states that context is aspects of the physical or social environment that are interrelated with certain utterances. Context is also a knowledge that both speaker and listener share. Based on some of the theories above, context is an aspect of the physical or social environment that is owned or equally understood by the speaker and the speech partner.

From the explanations above, it can be concluded that the context in an utterance is interpreted as the background of the speaker who performs the utterance which of course the background can also be understood by the speech partner. The purpose and intention of speech can be seen from the context of speech therefore the context must be understood when interpreting speech.

2.4 Teacher's Directive Speech Act in English Learning Interaction

In English Learning, in the classroom requires interaction between teachers and students. The interaction process will produce a response. Student responses arise due to interaction and are important in classroom communication because they determine whether or not an interaction can be continued.

Majid (2013) states that learning activities in the classroom consist of three stages, introduction stage, the core stage, and the closing stage. The introduction aims to provide motivation, focus students' attention, and find out what students have learned in regard to the material to be learned. Furthermore, core activities are intended to instill, develop students' knowledge, attitudes and skills related to the subject presented. Core activities include several things, namely the delivery of learning objectives, delivery of material, providing direction/guidance, and checking student understanding. The final activity (closing) is an activity that provides emphasis or conclusions of the subject and evaluation of student understanding.

The role of the teacher in every stage of learning in the classroom is very important, so a teacher must have communicative skills. Zhan (2010) states that communicative skills refer to knowledge and skills in contextual language use and language interpretation in a community. The teacher in the classroom community determines everything that is considered appropriate to convey through teaching activities. The terms teaching and learning expressed by Hamiloğlu and Temiz (2012) are a mutual and multidimensional process that both influence each other and are important components in the context of education. Teaching is a teacher's effort to deliver knowledge, ideas, ideas or concepts to students at school.

As a teacher, it is appropriate to have a good ability to speak in learning interactions, so that students can interpret what the teacher means appropriately. Likewise, students must realize the difference between speaking with the teacher and with other students. Therefore, both teachers and students must consider with whom they speak and the situation in line with the context. The way for teachers to communicate well can be exemplified from Q.S. Luqman verses 17-19:

يُنِّيَ أَقِمِ الصَّلَاةَ وَأْمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ الْمُنْكَرِ وَاصْبِرْ عَلَىٰ مَا أَصَابَكَ ۗ إِنَّ ذَٰلِكَ مِنْ عَزَمِ الْأُمُورِ ۗ ١٧

“O my son! establish regular prayer enjoin what is just and forbid what is wrong: and bear with patient constancy whatever betide thee; for this is firmness (of purpose) in (the conduct of) affairs (Ali, 1934).”

وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا ۗ إِنَّ اللَّهَ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ ۗ ١٨

“And swell not thy cheek (for pride) at men nor walk in insolence through the earth; for Allah loveth not any arrogant boaster (Ali, 1934).”

وَأَقْصِدْ فِي مَشْيِكَ وَاعْضُضْ مِّنْ صَوْتِكَ ۗ إِنَّ أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ ۗ ١٩

““And be moderate in thy pace and lower thy voice; for the harshest of sounds without doubt is the braying of the ass (Ali, 1934).”

Another example of learning interaction can be found in the hadith of the Prophet SAW narrated by Bukhori and Muslim: "Umar bin Abu Salamah r.a. said: 'When I was a child, I was once under the supervision of Rasulullah SAW, and my hand moved towards the food on the plate. So the Rasulullah SAW said to me, 'O child, mention the name of Allah, eat with your right hand.'"

The verses and hadiths above illustrate how a teacher should choose the words to be used towards students, namely by being gentle in inviting to do good things, advising, and giving prohibitions, which are part of directive speech acts.

In English learning interaction, teachers usually use directive speech acts during communication with students in the classroom context. This speech act is used to organize the class so that it runs conducive in accordance with the learning stages to achieve the goals. Teachers can utilize forms of speech acts such as declarative, interrogative, and imperative in the form of commands, orders, requests, and suggestions (Yule, 2014).

To conclude it, each type of directive speech act has an important purpose in learning interaction. In addition, teachers must also be able to choose strategies in delivering directive speech acts in order to make it easier for students (speech

partners) to accept the learning material presented. Thus, teachers can use a variety of types of directive speech acts that are in accordance with the intent to be conveyed, strategies in delivering directive speech acts that are in accordance with the learning context in turn, and the factors behind a speech situation so that a good communication is established.

2.5 Relevant Studies

Research on directive speech acts has been done in other studies. Some of these studies, such as by Febrianti (2022). The problem that arise from this research is related to the indications of the use of directive speech act in learning interactions. The researcher found that one of the most crucial parts of teaching is directing the students. In this case, teachers use a variety of directive speech acts toward students in the classroom as to motivate the students to be active during the learning process so that they can meet the expected goals of the subject. Thus, the purpose of this study is to identify and explain the types, functions and strategies of directive speech acts used by teachers via zoom cloud meeting in English School Indonesia. The results of analysis data showed that the type of command is the most dominant directive speech acts used by teachers (48%). Meanwhile, the requirement function becomes the most dominant directive speech act function used with 40% occurrence. The direct strategy is the directive speech act strategy that is dominantly used by teachers with 78% occurrence.

Nisa and Abduh (2022) also found that in elementary school, the teachers often use directive speech acts in learning interactions. However, the 1st grade students in the school did not comprehend the teacher's intentions and very few students sought the teacher's assistance. Thus, this study aims to analyze the forms of directive speech acts used by teachers and to describe the strategies of directive speech acts of teachers and students during the learning process. The result of this research is that the teacher mostly used directive speech act strategy in form of question.

Another research was conducted by Rayhana (2020), and found the indications of the use of directive speech acts such as command,

request, suggestion, invitation, and prohibition and the problem arise when the tutor use difficult language which makes the students did not understand the tutor's intent. This research aims to classify the types of directive speech acts used by tutors in Saturday's class ELTI Gramedia Solo for junior high school in teaching learning process and to identify the students' preference and dispreference response to the directive speech acts used by the tutor. The results showed that the most dominant directives speech act used by two english tutors is command with frequency 49%.

Fatma et al (2019), found some problem related to the difference between the three different local languages in Palu, Central Sulawesi in real life and academic discourse. The problem discussed how each local languages are used to convey directive speech acts in academic discourse including the cultural background and social norms such education level, gender, social status, intimacy, and the others. The purpose of this study is to determine whether or not there is an illocutionary difference in each local language used in relation to the use of direct and indirect directive speech acts generating directive speech acts in spoken academic discourse represented by the local languages being used. This research found that the local language forms used are reflected on the use of directive speech acts strategies namely: 1) the use of directive speech acts strategy of request in Kaili is indicated by the use of Kaili pronoun; 2) directive speech acts strategy of suggestion in Malayan Bugis is marked by the use of suggestion in the form of verbs.

Ramadhanty and Suseno (2022) also discussed the problem that related to the indications of the use of directive speech acts used by lecturer as to control the student in the classroom. This research found that the directive speech act used by the lecturer in the speaking classroom interaction process were 19 Command types, 32 Request types, 28 Suggestion types, and 13 Warning types. All data were collected through the utterances of lecturers in Speaking class PBI Universitas Ahmad Dahlan.

Rizki (2019) conducted a research which aimed to figure out the types of directive speech that used in the process of teaching and learning English in the

classroom and to find out directive speech act function based on the respons of the students in the process of teaching and learning English in the classroom. The result of the research show that there are five types of directive speech used by the teacher in teaching and learning process in the classroom, namely request, command, prohibition, invitation, and suggestion

Nawir (2018) found some types of directive speech acts in the interactions between the teachers and students of the kindergarten at Gowa Regency comprise: requestives, questions, requirements, prohibitives, permissives, advisories, and some of the factors influencing the directive speech acts of the interactions between the teachers and the kindergarten students, namely the addressos or addressees, contexts, objectives, speeches as the act forms: speech acts, and speeches as verbal products.

Nurfitria and Oktaviani (2022) applied Searle's classification to the data analysis on the study. According to the study's findings, primary school teachers mostly employ the directive speech acts of command (45), request (11), and query (59).

Suryandani and Budasi (2021) found that The question directive, which occurred in 185 utterances (46.95%), was the most common sort of directive speech actions utilized by the teachers. Teachers that use the question directive inspire their pupils to be curious about the world around them, to improve their skills and attitudes toward science, and to improve their communication and critical thinking skills. In various sorts of the acts, the additional purposes of the acts were also noted.

Finally, Wirawan, Chojimah, and Sugiharyanti (2022), discussed the problem that related to the indication of the use of directive speech acts that represented as teachers feedback. The researchers found that feedback is an essential technique that can effectively be used by the teacher to give instruction to the students. In this regard, the teacher need to use many styles of communication beside the academic composition factor so that the teacher can gives clear instruction and information. This research aims to study the common types of directive speech act performed by the teacher in the form of written

feedback along with the classification of its' function. This research discovered that direct acts dominated with 50 data, while indirect acts had 31 data. Furthermore, the findings revealed that, of the six (6) types of directive speech acts, the function of requestives and questions were the most frequently performed by the teacher in the feedback



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