

**AN ANALYSIS OF DIRECTIVE SPEECH ACT USED BY ENGLISH
TEACHERS**

THESIS

*Submitted as Partial Fulfillment of the replacement to Obtain Bachelor of
Education (B. Ed) in English Language Education*



Written by:

**TIFANI DIAHNISA
18018161**

Supervised by:

**Dr. M. Affandi Arianto, M.Pd.
NIP. 199104112024061001**

**ENGLISH LANGUAGE AND LITERATURE
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI PADANG
2025**

HALAMAN PERSETUJUAN SKRIPSI

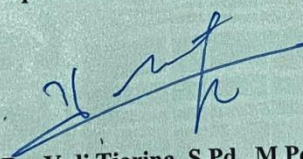
Judul : An Analysis Of Directive Speech Act Used By English Teachers
Nama : Tifani Diahnisa
NIM : 18018161
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 26 Juli 2025

Disetujui oleh,
Pembimbing


Dr. M. Affandi Arianto, M.Pd.
NIP. 199104112024061001

Mengetahui,
Kepala Departemen Bahasa dan Sastra Inggris


Dr. Yuli Tiarina, S.Pd., M.Pd.
NIP. 197707202002122002

HALAMAN PENGESAHAN LULUS UJIAN SKRPSI

Dinyatakan lulus setelah dipertahankan di depan Tim penguji skripsi Program Studi Pendidikan Bahasa Inggris, Departemen Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

AN ANALYSIS OF DIRECTIVE SPEECH ACT USED BY ENGLISH TEACHERS

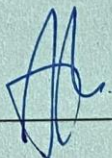
Nama : Tifani Diahnisa
NIM/TM : 18018161/2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 26 Juli 2025

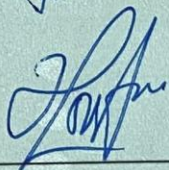
Tim Penguji

Tanda Tangan

1. Ketua : Dr. M. Affandi Arianto, M.Pd.

: 

2. Sekretaris : Honesty Yonanda Ayudhia, M.Pd.

: 

3. Anggota : Ainul Addinna, S.Pd., M.Pd.

: 



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang, Telepone. (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

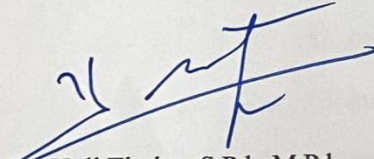
Saya yang bertanda tangan di bawah ini:

Nama : Tifani Diahnisa
NIM/TM : 18018161/2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul "*An Analysis Of Directive Speech Act Used By English Teachers*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum yang dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,
Kepala Departemen Bahasa dan Sastra Inggris


Dr. Yuli Tiarina, S.Pd., M.Pd.

NIP. 197707202002122002

Saya yang menyatakan,



Tifani Diahnisa

NIM. 18018161

ACKNOWLEDGMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh, Alhamdulillah Rabbil 'Alamin. The writer would like to express her highest gratitude to God Almighty, Allah SWT, for His incredible and wonderful guidance, His limitless blessings and love, and His extraordinary ways to encourage the writer. Allah SWT helps the writer so that she can finish the thesis entitled "An Analysis Of Directive Speech Act Used By English Teachers" This thesis fulfills one of the criteria for a bachelor's degree in English language education at Padang State University's Faculty of Languages and Arts. The writer is also excited to express her sincere appreciation to the following people:

1. The writer's parents, **Ermanto** and **Elfidawati**, who never get tired of giving support, love, and never stop to believe in their daughter.
2. **Dr. M. Affandi Arianto, M.Pd.**, is the writer's advisor who patiently guiding, correcting and encouraging the writer in the process of writing the thesis. One of the lecturer that the writer respect the most.
3. **Honesty Yonanda Ayudhia, M.Pd.**, is the writer examiner who has detailed directed the author in writing this thesis and provided valuable input for the author to complete this thesis.
4. **Ainul Addinna, S.Pd., M.Pd.**, is also the writer examiner that has given essential advice and guidance in order for her to write this thesis more effectively and understand each component.
5. **Dr. Yuli Tiarina, S.Pd., M.Pd.**, the head of English Department who encourage and gave the writer a chance to finish the thesis.
6. The writer's brothers, **Ryan** and **Rafi**, who never doubt the writer and never stop to show their love and support to her so the writer could be strong

mentally.

7. The writer's favorite girls, Ceceta, who always listen to the writer's and show their support so the writer never felt alone. And two Padang girls, Ani and Uti, who give their time, support, and answer to every questions from the writer.
8. Last but not least, thank you for myself, for the strength, for making it into the shore, for pushing myself really hard to make her loved ones proud of her.

Finally, the writer is fully conscious of the numerous shortcomings in this study. The writer is looking for input as well as suggestions from readers to help advance the overall quality of the thesis.

Padang, 24 Juli 2025

Tifani Diahnisa

TABLE OF CONTENTS

CHAPTER I	1
INTRODUCTION	1
A. Background of the Problem.....	1
B. Identification of the Problem	5
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	6
E. Research Questions	6
F. Purposes of the Research	7
G. Significance of the Research	7
H. Definition of the Key Terms.....	7
CHAPTER II	9
REVIEW OF LITERATURE	9
A. Review of related Theories.....	9
B. Speech Act	11
C. Classification of Speech Acts	12
D. Relevant Research.....	16
E. Theoretical Framework.....	19
CHAPTER III	21
RESEARCH METHOD	21
A. Research Design.....	21
B. Setting of The Research.....	22
C. Participant of The research	22
D. Instrument of The research.....	22
E. Technique of Data Collection	23
F. Technique of Data Analysis	24
CHAPTER IV.....	27
FINDING AND DISCUSSION	27
A. Research Finding	27
B. Discussion.....	27
CHAPTER V	43
CONCLUSION AND SUGGESTION.....	43
A. Conclusion.....	43
B. Suggestion.....	43
REFERENCE	45

ABSTRACT

Diahnisa, Tifani. 2025. *An Analysis Of Directive Speech Act Used By English Teachers*. A thesis of English Department, Faculty of Language and Arts, Universitas Negeri Padang.

In classroom setting, teacher who has a full control might say some of utterances to the students to make them perform some actions when the teaching and learning process occurred. The purpose of this research is to find the kind of function of directive speech act used by the English teachers and the most frequently used of directive speech performed by the English teachers in the classroom. This research employed descriptive qualitative method. The researcher as the observer, observe the teaching and learning process videos to gain the data. The data is the utterances performed by the two English teachers as the participant of the research. According to research findings, There are 77 data found in total, 40 data of command, 31 data of request, 1 data of suggestion, 4 data of invitation, and 1 data of warning. Command is the most frequently used of directive speech in this research.

Keywords: *Classroom interaction, pragmatics, speech act, illocutionary act, directive speech act.*

ABSTRAK

Diahnisa, Tifani. 2025. *An Analysis Of Directive Speech Act Used By English Teachers*. Tesis Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Dalam pengaturan kelas, guru yang memiliki kendali penuh mengucapkan beberapa ungkapan kepada siswa untuk membuat mereka melakukan beberapa tindakan saat proses pengajaran dan pembelajaran berlangsung. Tujuan penelitian ini adalah untuk menemukan fungsi tindak tutur direktif yang digunakan oleh guru bahasa Inggris dan tindak tutur direktif yang paling sering digunakan oleh guru bahasa Inggris di kelas. Penelitian ini menggunakan metode kualitatif deskriptif. Peneliti sebagai pengamat, mengamati video proses pengajaran dan pembelajaran untuk mengumpulkan data. Data ini adalah ungkapan yang dilakukan oleh dua guru bahasa Inggris sebagai partisipan penelitian. Menurut temuan penelitian, terdapat total 77 data yang ditemukan, 40 data perintah, 31 data permintaan, 1 data saran, 4 data undangan, dan 1 data peringatan. Perintah adalah tindak tutur direktif yang paling sering digunakan dalam penelitian ini.

Kata kunci: *Interaksi kelas, pragmatik, tindak tutur, tindakan illokusi, tindak tutur direktif.*

CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication is a two way street, two people interact with each other, and it is called the speaker and the hearer because it involves not only speaking, to interact with people involves listening also. Just like in the classroom, interaction is really important in teaching and learning activities, and being able to communicate is the key for being an effective teacher. That is one of the reasons why to achieve the goals in the teaching and learning process involves an active interaction between the teacher and the students in the classroom. According to Hovland, communication is a systematic effort to formulate firmly the principles of information delivery as well as the formation of opinions and action (Effendi, 2009).

The teacher has complete control over the teaching and learning process in the classroom, including teaching, planning activities, and giving instructions. To implement all of those, the students need to understand the context during the teaching and learning process from the teacher's utterance, which has a clear meaning as the speaker. In linguistics, pragmatics is the study of meaning as conveyed by the speaker and understood by the listener (Yule, 1996). It also examines the relationship between language and context, which is stored in a linguistic structure. It includes how a speaker creates an utterance and conveys it for the listener to understand. Speech act, felicity condition, implicature, references, and politeness are some of the sub-discussions within pragmatics, one of the fields of linguistics. The most often studied topic in pragmatics is the speech act.

Speech acts are utterances used for communication purposes that perform some action through them (Aitchison, 2003). When the speaker uttered something, it was somehow trying to achieve the effect of it. The speaker's words are essential to the action that is carried out. Additionally, according to Austin (1962), language is employed to do as well as to speak things, essentially based on his speech actions theory. Similar to how students learn in a classroom when they are given instructions by the teacher.

Classroom speech act are affecting to the quality of verbal interaction at the classroom. Curtis and O'Hagan (in Andewi & Waziana, 2019) stated that teaching and learning activities carried out with the language is called as classroom speech act. To accomplish the purpose of the teaching and learning process, the teacher and the students communicate with one another in the classroom. However, because English is not their first language, it could be difficult for the students to understand what the teacher is saying, and misunderstandings may occur at this point. Thus, clear instructions are needed in the classroom. As function of the directive speech act based on Yule (1996), to command, to request, to suggest, to invite, and to warning could be used by the teacher to get the students accomplish something in class and minimize the misunderstanding. Teachers will find out their typical teaching style when they extensively use language for interacting with their students in the class.

In order to motivate the hearer to take action, the speaker would often communicate the expectations or desires. Finegan (2004) stated that the purpose of a directive speech act is to make the hearer take some action. It indicates that the speaker will make an utterance that the audience will follow. As mentioned before,

the right application of directive speech act by the teacher toward the class could reduce the miscommunication because the teacher's utterances will be clear. If the teacher uttered "could you repeat again?", it means the teacher expects the student to repeat what he just said as the act from the hearer.

A speech has a wide variety of speech acts, which are shown in the speech's purpose. This study focuses on directive speech acts, which serve as a useful communication unit. Compared to assertive, expressive, declarative, and commissive speech acts, directive speech acts are more frequently employed by teachers in classroom interactions. According to Yule (1996), a directive speech act is one of the speech act type that make the listener perform a certain action as the speaker's utterance. Both teachers and students are concerned about directive speech acts in the classroom, particularly during the teaching and learning process. The teacher's utterances can have an effect on the students.

The directive speech act is one of several speech act types that teachers frequently employ in verbal interactions with students in the classroom, according to multiple studies based on classroom interactions. The first study was conducted by Basra, et al. (2017). This research aimed to find which types of speech acts are most commonly used by an EFL teacher during lessons, explore why certain types are favored, and examine how these choices impact the teaching and learning experience. The researchers employed Searle's taxonomy of speech acts as their framework. Their findings revealed the following distribution: 70% of the speech acts were directives, 21% were representatives, 6% were expressive, and 3% were commissives. The predominance of directive speech acts can be attributed to the teacher's commitment

to the principles of Communicative Language Teaching, and positively influences the students' productive skills.

The second study, which was carried out by Nisa et al. (2022). This research focuses on analyzing the types of directive speech acts employed by teachers and aims to describe the strategies used by both teachers and students during the learning process. Utilizing a qualitative approach, the study highlights that the teacher predominantly uses question directives. Moreover, the most common strategy observed was the teacher's straightforward approach to directive speech acts, where they communicate directly without unnecessary elaboration.

The third study was carried out by Rizki et al. (2019). The goal of this research was to identify the various types of directive speech acts used by teachers and how they function within the teaching and learning process. The findings revealed several types of directive speech acts: 10 commands, 14 requests, 2 suggestions, 1 invitation, and 1 prohibition, along with the function of each type identified. For instance, commands highlight the teacher's role as the class manager, showcasing their authority and ability to influence student behavior.

The fourth study was conducted by Peramita et al. (2024). This research aims to explore the types, functions, and meanings of speech acts in the teaching-learning process. Utilizing a qualitative approach with descriptive qualitative methodology, the study focused on the utterances made by the English teacher during the teaching-learning process, analyzed through the lens of speech act theories from Austin (1962) and Searle (1979). Data were gathered through observations and documentation

techniques. The study found that the English teacher produced a total of 372 utterances, which included 2% locutionary acts, 87% illocutionary acts, and 11% perlocutionary acts.

The last study was conducted by Suryandani et al. (2021). This study aimed to find the various types of directive speech acts and examine how English teachers at SMKN 1 Sawah. For this research, the classification of directive acts is based on Ibrahim's (1993) theory, which categorizes these acts into six main types: requestive, question, requirement, prohibitive, permission, and advisory. The findings revealed that the most commonly used directive speech act among teachers was the question directive, with a total of 185 occurrences (46.95%). By using question directives, teachers not only spark students' curiosity about the world but also help them develop their skills and attitudes towards science, as well as improve their communication and critical thinking abilities.

Based on the explanation above, this study focused on finding the kind of functions of directive speech used by English teachers based on Yule's theory (1996) and finding the frequently used one of directive speech act performed by the English teachers in two teaching and learning process videos, entitled *PPL Aksi 1 Model Pembelajaran Discovery Learning Materi Descriptive Text SMP Kelas 7* and *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP*.

B. Identification of the Problem

Based on the background of the problem, a good interaction between the teacher and the students in the classroom lead to a successful teaching and learning activity.

The teacher may be performed some orders to organize the teaching and learning process. Hence, this research aimed to know what kind of function of directive speech acts that are used by the teacher and from those different functions, what is the most frequently used of directive speech act that performed by the English teachers in teaching and learning process.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limits the research to analyse the kind of functions of directive speech acts based on Yule's theory (1996) and to find the most frequently used of directive speech act that performed by the English teachers in teaching and learning process.

D. Formulation of the Problem

Based on the limitation of the problem, the formulation of the problem in this research is formulated into the following question: "What kind of functions of directive speech acts and out of all functions, what is the most frequently used by the English teachers in teaching and learning process?".

E. Research Questions

Based on the formulation of the problem, the following two questions will be the main focus in this research:

1. What kind of functions of Directive Speech acts that are used by the teacher?
2. What is the the most frequently used of the directive speech act that performed by the teacher?

F. Purposes of the Research

Based on the research question above, the purposes of this research are:

1. To find the kind of functions of directive speech acts used by the teacher.
2. To find the most frequently used of directive speech act based on the teachers' utterances.

G. Significance of the Research

1. Theoretically

This research is expected to give information to the reader about pragmatics and speech acts. Also, the theory of the type of speech acts, therefore, the reader will be able to recognize the context based on the situation that happens in the class during the teaching and learning process.

2. Practically

The teacher tends to know how to arrange the class to convey the learning material correctly. The researcher hopes that this research will be useful for the teacher to be able to recognize the type of directive speech acts that they use every time they deliver them to the students during the teaching and learning process. Also, to help students understand the utterances that the teacher produces in the class. Therefore, the students will do the right things as the teacher expects.

H. Definition of the Key Terms

1. Classroom Interaction

Interaction is the core of communication. Teachers and students may interact to

ask, teach, manage the classroom, learn, and understand the subject; therefore, having an urge to participate in the classroom interaction is really important to achieve the goals of the teaching and learning activity.

2. Pragmatics

Pragmatic is about how the words are delivered by the speaker and how the hearer interprets them. It is the study of how the audience gets the meaning of the implicit meaning of the speaker's utterance.

3. Speech Act

Classroom speech act are affecting the quality of interaction between the teacher and the students at the classroom. To accomplish the purpose of the teaching and learning process, the students perform an action from the teacher's utterance.

4. Illocutionary Acts

An illocutionary act is the act of uttering a sentence with a specific communicative intention or purposes. The function of illocutionary acts in classroom setting is, the teacher utter a statement or information to make the students do something.

5. Directive Speech Act

Directive speech acts are meant to carry out some actions from the hearer based on the speaker's utterances. The teacher produced some utterances and expected the student to act according to what the teacher said.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher focused with the pragmatic study of the directive speech act applied by the English teachers in teaching and learning process. In accordance with problem limitation of the research, to find the functions of directive speech acts based on Yule's theory (1996) and the most frequently used of directive speech acts used by English teachers in teaching and learning process, the research can be concluded based on the finding of the research. The kind of functions of directive speech act based on Yule's theory that performed by two English teachers in *PPL Aksi 1 Model Pembelajaran Discovery Learning Materi Descriptive Text SMP Kelas 7* and *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP* video consist of 40 data of command, 31 data of request, 1 data of suggestion, 4 data of invitation, and 1 data of warning with the total of 77 data. From the number of data findings the researcher also found that command as the most frequently used of directive speech act performed by the English teachers.

B. Suggestion

Based on the conclusion that have been explained above, here are some suggestion for English teachers and for future researcher:

1. For English Teacher

To keep the class active and to keep the students pay attention to the process of teaching and learning, the teacher should continue interacting with the students. To help the students pick up new vocabulary, the teacher should also speak more in English.

2. For future researcher

This study may serve as a reference for future research. It is hoped that this study's limitations would inspire other academics to investigate different areas of pragmatics.

REFERENCE

- Aitchison, J. 2003. *Teach Yourself (Linguistics)*. London: Hodder and Stoughton Ltd.
- Allot, Nicholas. 2010. *Key Terms in Pragmatics*. New York: Continuum International Publishing Group.
- Allwright, Dick & Bailey, K.M. 1991. *Focus on The Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: Cambridge University Press.
- Austin, J.L. 1969. *How To Do Things With Words*. New York: Oxford University Press.
- Basra, S. M., & Thooyibah, L. 2017. *A speech act analysis of teacher talk in an EFL classroom*. International Journal of Education.
- Bogdan, R.C and Biklen, S.K. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon. (In Banfield, Grant. International Education Journal, 2006, 7(4), 510-513)
- Brown, Gillian and Yule, George. 1983. *Discourse analysis*. Cambridge: Cambridge University Press. (in Locher, M.A et al. 2010. *Introduction to Interpersonal Pragmatics*. Berlin: Mouton pp. 1-13)
- Cruse, A. 2000. *Meaning In Language: An Introduction To Semantic And Pragmatic*. Oxford: Oxford University Press
- Crystal, D. (1997). *A dictionary of linguistics and phonetics*. Oxford: Basil Blackwell.
- Cutting, J. 2002. *Pragmatics And Discourse (A Resource Book For Students)*. London and New York: Routledge.
- Griffiths, Patrick. 2006. *An Introduction to English Semantics and Pragmatics*. Edinburgh: Edinburgh University Press.
- Harmer, J. 2001. *The Practice of English Language Teaching (3rd edition)*. Harlow: Longman.
- Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. London: Longman. (in Locher, M.A et al. 2010. *Introduction to Interpersonal Pragmatics*. Berlin: Mouton pp. 1-13)
- Horn, Laurence and Gregory Ward (Ed.). 2006. *The Handbook of Pragmatics*. Oxford: Blackwell.
- Hymes, Dell. 1974. *Foundation in sociolinguistic: an ethnographic Approach*

philadelphia: pensylvania press.

Hurford, J. R., Heasley B., & Smith M. B. (2007). *Semantics: A Coursebook*. New York: Cambridge University Press.

Kothari, C.R. 2004. *Research Methodology: Methods and Techniques (2nd Revised Edition)*. New Delhi: New Age International.

Lake, Vickie E. & Winterbottom, Christian. 2010. In Kattington, Limon E. 2010 (Ed). *Handbook of Curriculum Development*. New York: Nova Science Publishers, Inc.

Leech, G. 1983. *Principles of Pragmatics*. London: Longman.

Levinson, Stephen C. 1983. *Pragmatic*. Cambridge University. UK.

Lodico, M.G., Dean, T.S., & Katherine, H.V. 2010. *Methods in Educational Research: From Theory to Practice (2nd Edition)*. San Fransisco: Jossey-Bass.

McMillan, J & Schumacher, S. 2010. *Research In Education Evidence-Based Inquiry*. Pearson New International Edition.

Mey, J. 1993. *Pragmatics: An Introduction*. United Kingdom: Blackwell Publisher.

Nisa, L. K., & Abduh, M. 2022. *Directive Speech Acts Analysis in Teacher and Student Interaction during Thematic Learning in Elementary School*. Ejournal Undiksha.

Nunan, D. 1993. *Introducing Discourse Analysis*. London: Penguin English.

Nuriana, Eva. 2016. *A Descriptive Study of Directive Speech Act in Teaching and Learning English for Second Grade of MAN 2 Surakarta Academic Year 2016/2017*. Surakarta: FITK IAIN Surakarta.

Owen. 2006. *Language and Logos*. Cambridge: Cambridge University.

Peramita, et al. 2024. *Speech Acts in English Teaching-Learning Process in Twelfth Grades at SMA Negeri 3 Subang*.

Rivers, W.M. 1987. *Interactive Language Teaching*. Cambridge: Cambridge University Press.

Rizki, Neng Annisa. 2019. *Teacher Talk Analysis on Directive Speech Act in Classroom at Lab. School SMP Unismuh Makassar*.

Searle, John. 1969. *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.

- Searle, John R. 2005. *Expressing and Meaning: Studies in the Theory of Speech Acts*. Cambridge: Cambridge University Press
- Sinclair, J.M., & Coulthard, R.M. 1975. *Towards an Analysis of Discourse: The English Used by Teachers and Students*. London: Oxford University Press.
- Suryandani, et al. 2021. *An Analysis of Directive Speech Acts Produced by Teachers in EFL Classroom*.
- Yule, George. 1996. *Pragmatics*. New York: Oxford University Press.