



Directive Speech Acts in the Novel *Laut Bercerita* and Its Implementation in Indonesian Language Learning in Class X

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Abstract. This study aims to (1) explain directive speech acts in the novel *Laut Bercerita* by Leila S. Chudori and (2) implement the results as Indonesian language material for class X. The research approach is descriptive qualitative. The subject of this research is the novel *Laut Bercerita* by Leila S. Chudori. Data collection methods are documentation, observation and record. Data was analyzed with pragmatic equivalent method. The results of the study were 3 directive speech acts orders, 3 invitations, and 3 advice, 1 prohibition, 1 request and 1 criticism found in the novel. The results of this research are used as teaching materials for learning speaking skills in phase E of Class X. The learning outcomes that students want to achieve are able to process and present ideas, thoughts, observations, instructions, or messages, provide suggestions, and solutions to problems encountered, in the form of monologues, dialogues and speeches using logical, consistent, critical and creative language. The objective of student learning is to be able to form expressions in accordance with politeness norms in communicating.

Keywords: Directive speech acts · implementation · learning

1 Introduction Section

One means of communication used by humans is language. Humans will find it difficult to communicate and interact if there is no language [1]. Language is a tool of social interaction. Language is the best communication tool. Information in the form of thoughts, ideas, intentions, feelings or emotions is conveyed directly in communication. In all communication processes there are speech events or speech activities and speech acts [2].

Pragmatics is a study of the meaning expressed by the writer or speaker which is then interpreted by the reader or listener to find out the speaker's intent [3]. Therefore, pragmatics and language have a very close relationship because pragmatics examines the meaning of language or writing.

One of the scopes of pragmatic studies is speech acts. Speech acts are linguistic studies that focus on why speakers achieve language with different functions. Based on its

function, speech acts are classified into: assertive, directive, expressive, declarative, and combined speech acts [4]. Speech acts are individual symptoms that have psychological characteristics and their continuity can be assessed from the speaker's language ability in a given condition [5].

Directive speech acts aim to bring out the effects of actions in the form of ordering, begging, or asking. This understanding is in line with Searle's opinion [6] "a directive is a form of speech that is intended to cause several effects through the actions of the listener, for example: ordering, commanding, begging, asking, suggesting, recommending, questioning and advising."

Directive speech acts (DSA) also have various functions that can support an utterance. Searle [7] describes several functions of directive speech. They are: (a) ordering DSA, which is the words stated by the speaker to order the speech partner. (b) Begging DSA, which is stated by the speaker to ask politely to the speech partner. (c) Suggesting DSA, which suggests the speech partner to do a very good job. (d) advising DSA are utterances aiming to give advice or warn the speech partner to be better. (e) challenging DSA, which is used to motivate or challenge the speech partner to do something [8]. TTD dapat ditemukan pada berbagai wacana, baik lisan maupun tulisan. TTD yang ditemukan pada Bahasa tulisan di antaranya TTD yang terdapat pada novel.

Novel is a fictional literary work with character dialogue that can describe characters, themes, plot, and setting of the story. The conversations of the characters in the novel are in appropriate contexts to the situations in the novel. Such conversations can be practically analyzed. Therefore, it is clear that novel contains a lot of dialogue between characters which can be analyzed based on its speech acts (Nurhaliza et al., 2020).

Research on DSA has been carried out by previous researchers [9–23]. These studies have the same subject, with a focus on speech acts, especially directive speech acts. In this study, the researcher focuses on directive speech acts in Leila S. Chudori's novel *Laut Bercerita* because the DSA in this novel has not been studied.

This research focuses on the types of directive speech acts. The results of research on DSA in this novel are used as teaching materials for speaking skills.

2 Method

This is descriptive qualitative research. A qualitative descriptive study is a study that describes styles of directive speech acts. The subject of this research is the novel *Laut Bercerita* by Leila S. Chudori. Data collection and data analysis were carried out from July to October 2022. Data was collected through documentation, observation, and note-taking techniques. The first step is to document the story in the novel. After that, the researcher listened to the data that had been obtained, then the data was recorded. The data is then classified based on the type of DSA. Pragmatic analysis techniques were applied by researchers as data analysis techniques. Pragmatic analysis is an attempt to find the intention of the speaker, either express or implied, behind the text. Data was validated using triangulation techniques to prove the data found. Theoretical triangulation was used in this study by utilizing two theories or expert opinions.

3 Results and Discussion.

3.1 Types of Directive Speech Acts in the Novel *Laut Bercerita* by Leila S. Chudori

Based on the analysis of the speech contained in the novel, there are DSA: orders, solicitation, advice, prohibitions, requests and criticism. Speech acts in the novel are determined by selecting utterances that contain inductive meaning according to the researcher’s concept. Table 1 is an example of the number of DSA found.

3.1.1 Order Directive Speech Act

Order DSA is a type of speech act that is used to tell the speech partner to do something that is in accordance with what the speaker said. In this type, the form of orders given can vary, from giving instructions, rules, to commands to the speech partner. It is also said that the order DSA is a command or request given by someone to the speech partner to take action. In the novel studied there are 3 utterances that fall into the category of order DSA.

- (1) “Ruang besar ini bisa kita gunakan sebagai tempat diskusi. *Pasang tikar saja*,”
- (1) “We can use this large room as a place for discussion. *Just put mats on*.”

In data (1) the utterance “Pasang tikar saja” contains an order from Laut to his friends to immediately put on the mats instead of having to keep on commenting on the condition of the empty house. By giving the order, it is hoped that Laut’s friends will immediately do what he said, namely, put mats in the big room. This is because his friends have started to give a lot of comments regarding the condition of the empty house. The vacant house is in the Seyegan area and will be a place for discussions and a safe overnight stay for Laut and his friends.

- (2) “*Coba gambarkan peta bagaimana seseorang yang berangkat dari kampus bisa mencapai rumah ini?*”

Table 1. Number of types of directive speech acts

No	Type of directive speech act	Amount
1	Perintah (Order)	3
2	Ajakan (Solicitation)	3
3	Nasihat (Advice)	3
4	Larangan (Prohibition)	1
5	Permintaan (Request)	1
6	Kritikan (Criticism)	1
	Amount of Data	12

- (2) ***“Try to draw a map of how someone who departs from campus can reach this house?”***

In data (2) Daniel asked Kinan to draw or explain a map or route for students who are members of the *Winatra* organization can access the house. Based on that data, Daniel instructed Kinan to explain the route that must be taken by students who are members of the *Winatra* and *Wirasena* organizations if the student departs from campus. Based on the data above, Daniel, who handed over a piece of paper, hoped that Kinan would draw the map completely.

- (3) ***“Bangun lu!!”***
 (3) ***“Wake up you!!”***

In data (3) the order was delivered by someone who was holding Laut hostage. In this context, Laut is unconscious because previously he received quite heinous treatment from several people who are now holding him hostage. By giving the command “Bangun lu!” that person hopes that Laut opens his eyes and finds his consciousness. No wonder when giving the order, someone threw a bucket of ice water towards Laut’s body. The use of order directive speech acts is also often indicated by the use of exclamation points in sentences.

The data above are examples of order DSA speech. The findings of this study are in line with studies [9, 10, 19]. The similarity is that any awareness or viewing of directive speech act styles can be identified as order DSA. The difference is the results of this study are used as learning materials for Senior High School. Utilization of research results in learning Indonesian was absent in the three studies.

3.1.2 Solicitation Directive Speech Act

Solicitation DSA usually includes utterances that encourage, persuade, urge, or influence speakers to do what is said in the story (Saputri 2020). There are three utterances in the novel that fall into the category of solicitation speech acts.

- (4) ***“Aku rasa kita ambil saja, Laut. Enam juta rupiah setahun. Jauh lebih murah daripada Pelem Kebut,”***
 (4) ***“I think we should just take it, Laut. Six million rupiah a year. Much cheaper than Pelem Kebut.”***

In data (4) the utterance aims to persuade, which means it is included in a form of solicitation directive speech act. This can be seen in the speech, “Aku rasa kita ambil saja, Laut “. This was also reinforced by Kinan who tried to convince Laut that the rent for this vacant house in Seyegan was somewhat cheaper than their previous rental house.

- (5) ***“Ayo, selesaikan makan siangmu, aku ingin memperkenalkanmu pada seseorang.”***
 (5) ***“Come on, finish your lunch, I want to introduce you to someone.”***

Data (5) is taken from a conversation between Kinan and Laut who is at Bu Retno food stalls. Based on that data, Kinan asked Laut to finish his lunch immediately. This is marked by the use of the word “ayo” which is often used as an inviting expression.

Kinan pushed or signaled Laut to finish lunch soon since Kinan would introduce Laut to someone.

(6) “Laut ya. Saya Mahesa...*ayo kita jalan sekarang saja.*”

(6) “You are *Laut*. I am *Mahesa*...*let's go now.*”

Speech (6) occurs when Laut and his friends arrive at Bungurasih Bus Terminal, Surabaya. The dialogue above was spoken by Mahesa, Anjani's brother and Julius' friend who welcomed Laut and his friends. In that story, Mahesa invited Laut to immediately go to the place that had been instructed by Bram. This is indicated by the use of the phrase “ayo”. In contrast to directive command speech acts that use exclamation marks, usually, solicitation sentences end with periods only.

The data above are examples of solicitation DSA. The results of this study are similar to previous studies [12, 24]. The similarity is the finding of solicitation DSA. The difference is that the two previous studies did not continue their use in Indonesian language learning like this study.

3.1.3 Advice Directive Speech Act

The type of DSA that is commonly used in everyday conversation is the speech act of advice. The speech act of advice is a message that the speaker believes can benefit the speech partner, not only now but also in the future [25].

(7) “*Kamu harus bisa membedakan mereka yang bermulut besar, omong besar, dengan mereka yang memang serius ingin memperbaiki negeri ini.*”

(7) “*You have to be able to distinguish those who have big mouths, talk big, and those who are serious about improving this country.*”

In data (7) Kinan and Laut are enjoying food at a food stall while discussing why Laut prefers to study in Yogyakarta instead of at UNS (Sebelas Maret University, Solo). Hearing Laut's answer that he wanted to meet and exchange ideas with young people at UGM, Kinan gave advice so that Laut could differentiate between students who have big, bright ideas or those who just speak as they please without any intention or content in it. This “*kamu harus bisa membedakan*” statement is a sign that the sentence spoken by Kinan to Laut is included in the advice DSA.

(8) “*Kita harus belajar kecewa bahwa orang yang kita percaya ternyata memegang pisau dan menusuk punggung kita. Kita tak bisa berharap semua orang akan selalu loyal pada perjuangan dan persahabatan.*”

(8) “*We must learn to be disappointed that people we trust actually hold knives and stab us in the back. We cannot expect that everyone will always be loyal to the movement and friendship.*”

In data (8) Bram gave advice to Laut that at least they, in this case Laut and his friends who joined the Winatra and Wirasena student organizations to be better prepared to face people who are believed to one day commit betrayal. This can be seen in the phrase, “kita harus belajar kecewa bahwa....”.

- (9) *“**Aku hanya ingin kau paham**, orang yang suatu hari berkhianat pada kita biasanya adalah orang yang tak terduga, yang kau kira adalah orang yang mustahil melukai punggungmu,”*
 (9) *“**I just want you to understand**, people who one day betray us are usually unexpected ones, what you think is unlikely to stab your back”*

In data (9) Bram gives advice to Laut and his friends regarding friends who may currently be trusted to commit betrayal one day. Therefore, the advice given by Bram is marked by saying, “Aku hanya ingin kau paham” which can emphasize that Laut is aware and really thinks about what Bram said to always be careful or be prepared for people who might never thought of betraying is precisely the person who can do that.

The data above is an example of advice DSA. The results of this study are in line with the results of research [13–16]. The similarity of this research with previous studies is that they both studied DSA. The difference is that in the four previous studies the data analyzed were teacher speech in learning, while in this study the DSA was analyzed in the novel.

3.1.4 Prohibition Directive Speech Act

A prohibitive directive speech act is an utterance that is used to influence the speaker not to do certain things that the speaker does not want [26].

- (10) *“Kamar mandi, toilet, dan dapur, Sunu. Soal tembok, **jangan beli cat dulu** aku ada ide lain....”.*
 (10) *“Bathroom, toilet and kitchen, Sunu. Regarding the walls, **don’t buy paint yet**, I have another idea...”.*

Data (10) included in the prohibition DSA because the speech act aims to make the speech partner not do something. In the context above, Kinan was answering Sunu who stated that there are some places or rooms that will require a lot of renovation funds. However, Kinan forbids Sunu from buying wall paint to renovate the house. This utterance is included in the type of prohibition speech act which is marked by the use of the word “jangan”.

These data are examples of prohibition DSA. This research does not conflict with studies [17–19] which both study prohibition DSA. The difference between this research and the other three studies is the object. The research object [17] is film, [18] research object is translation DSA, and [19] Friday sermons are the object, while this research focuses on novels.

3.1.5 Request Directive Speech Act

Requests DSA require lexical interpretation to give and take. Semantically, this word means a request to the speech partner. The speaker tries to make specific requests to his speech partner in an informal setting [27].

- (11) *“Sampaikan pada mereka, aku berjanji akan berhati-hati. Dan suatu hari aku akan duduk bersama mereka di meja makan menikmati gulai tengkleng buatan Ibu, seperti biasa”*
- (11) *“Tell them I promise to be careful. And one day I will sit with them at the dinner table enjoying the lamb curry made by Mom, as usual.”*

Data (11) is categorized into request DSA. This type of DSA can be divided into two, direct and indirect. The data above is categorized in the direct requests DSA, that Kinan directly asking Julius to convey his message to Mr. And Mrs. Kinan. This can be seen from the first clause in, “Sampaikan pada mereka, aku berjanji akan berhati-hati.” Even though there is no intonation marker used, the word marker “Sampaikan” marks a request because it has the aim of asking the speech partner to do something.

The data examples above are examples of request DSA. This research is in line with the findings of research conducted by [1, 17], who both studied DSA. The difference is that in previous research the results were not implemented as teaching materials, while the results of this study were implemented as teaching materials for high school speaking skills.

3.1.6 Criticism Directive Speech Act

Criticism DSA, is speech that intends to provide strong input with the aim of urging the speech partner for the imperfection of an action.

- (12) *“Lokasi sangat jauh dari manamana, banyak yang harus direnovasi dan sudah jelas kita tak punya dana sebesar itu. Belum lagi julukan masyarakat setempat...”*
- (12) *“The location is very far from everywhere, there is a lot that needs to be renovated and it is clear that we don’t have that kind of funds. Not to mention the nickname of the local people...”*

DSA (12) identified as criticism DSA. It is to criticize or give a firm warning to the speech partner regarding what the speech partner has done. Categorized into criticism DSA because Daniel, as a speaker, criticizes the selection of houses made by his friends. In this context, Daniel also gave a number of reasons related to this criticism, marked by the part of the speech “banyak yang harus direnovasi dan sudah jelas kita tak punya dana sebesar itu”.

The findings of this criticism DSA are not much different from the results of previous studies [9–11, 18–20]. The similarity with this research is the focus on the type of DSA. The difference between this research and previous research is that the DSA findings in this study were implemented as teaching materials for developing speaking skills in senior high schools, which was not carried out in research [9–11, 18–20].

3.2 Implementation of DSA Findings as Teaching Materials in Indonesian Language Learning.

The results of this research can be implemented as Indonesian language teaching materials, especially speaking skills at the senior high school level in phase E of class X. Indonesian language learning provides speech skills learning as an application of DSA in speech.

The objective of the learning is that students are able to review the types of speech acts, especially the DSA used in the novel. Learning outcomes (CP) will be achieved when *students can process and present ideas, thoughts, views, directions or messages for the purpose of submitting suggestions, formulating problems and solutions in the form of monologues, dialogues and speech titles logically, coherently, critically and creatively.*

Learning materials are research findings in the form of DSA, which are orders, solicitations, advice, prohibitions, requests and criticism. The DSA can develop the ability to express ideas, thoughts, opinions, ideas, and feelings as well as communicate ideas, thoughts, opinions, ideas, and feelings to others on the basis of trust, honesty, truth, and responsibility by eliminating psychological factors such as self-confidence, honesty, and responsibility because of the language ability to articulate sounds or words.

Implementation of the results of this study means bringing research closer to learning and everyday life at school. In this lesson, students will seek information about speech in directive speech acts in Leila S. Chudori's novel Laut Bercerita.

A brief explanation of the learning process. Learning activities consist of: introduction, core activities and closing. Introduction activities are greetings, attendance, conditioning and creating a conducive atmosphere. The core activities include: (1) teacher deliver the research results in the form of DSA on the novel, (2) students read the novel. (3) Students discuss about DSA in the novel presented. (4) Students form groups of 3–4 people per group and discuss other examples of DSA in the novel. (5) Students present the results of group discussions and other students provide feedback related to student identification of DSA as well as the speech used by students. (6) Teachers and students evaluate learning outcomes. The learning activity ends with prayer and greetings. With this study of directive speech acts, Indonesian language teachers can become familiar with the scope of pragmatic research that can be applied in the Indonesian language learning curriculum, especially in speaking skills.

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Authors' Contributions. First author collected, analyzed data and prepared articles in accordance with predetermined methods and systematics. After that, the author presented the results of his research at the ICOLAE international seminar. The second authors check the accuracy of the data and analysis, and corrects the published article written by the first author so the contents and truth can be accounted for by the authors. The researcher hopes that the results of this study can

be complemented by subsequent researchers, especially the application of the results of research on DSA in novels in classroom learning.

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