THE TYPES OF DIRECTIVE SPEECH ACTS USED IN MINANGKABAUNESE BY FBS UNP STUDENTS

Cynthia Maharani Putri[1], Jufrizal[2]
English Department
Faculty of Languages and Arts
Universitas Negeri Padang
email: cynthiamaharani.p@gmail.com

Abstract
This research aimed to analyze the types and types of directive speech acts that are most dominantly used by FBS UNP students, thereby providing valuable insight into the pragmatic aspects of their language use in certain situations. Understanding this type of directive speech act can have implications for language teaching and intercultural communication in the Minangkabau speaking community. This research was a types of qualitative research method. To collect data, researcher used the voice recording method. Data were obtained from 13 conversations consisting of men and women. Data collection in this research used the Accidental Sampling method to select informants from FBS UNP students who were having conversations with each other used the Minangkabaunese. The researcher found (15,38%) data commands, (30,77%) data requests and (7,7%) data give permission were found. The type of directive speech act of suggestions is the most dominant used in (46,15%) data found.

Key words: Speech act, Directive Speech Act, Minangkabaunese

A. INTRODUCTION
In communication, language is not used without context, and sometimes communication makes conversation use direct meaning, metaphor, or other forms, which, of course, must be understood and supported by pragmatics. Cruse (in Cummings, 2007: 2) reveals that pragmatics can be considered to deal with aspects of information in a broad sense that is conveyed through language that is not encoded by generally accepted conventions in the linguistic forms used but which also appears naturally and depending on the meanings encoded conventionally with the context in which these forms are used.

According to Nordquist (2020), pragmatics encompasses various components, including speech acts. Speech acts serve as one of the fundamental ways through which humans communicate. The theory of speech acts was initially introduced by J.L. Austin and further developed by American philosopher J.R.

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[1] English ELLSP of English Department of FBS Universitas Negeri Padang graduated on June 2024
[2] Lecturer of English Department of FBS Universitas Negeri Padang

Searle(1979). Speech acts are realized when speakers employ language in interaction with their interlocutors.

There are some parts of speech acts that people can use. Searle (in Wijana 1996) argues that a speaker can realize three actions: the Locutionary Act, the Perlocutionary Act, and the Illocutionary Act. According to Wijana (2009), illocutionary acts are actions that not only convey the true meaning of an utterance but also aim to do something. Illocutionary speech acts have five forms of speech with communicative functions: Assertive speech acts that bind speakers to the truth of what they say, for example, state, suggest, boast, complain. Then, directives are speech acts carried out by the speaker intending that the interlocutor performs the action mentioned in the utterance. For example: order, command, suggest, and request. This research will focus on one of the illocutionary speech acts: directive, because while the researcher was on the FBS UNP campus, the researcher felt that FBS UNP students communicated more towards illocutionary speech acts, which have the meaning of actions that not only convey the true meaning of an utterance but also aim for the listener to do something. So researcher interested in researching illocutionary speech acts focus on directive speech acts.

This research was also carried out because previously directive speech acts had never been found in regional languages, especially Minangkabau. It is due to the campus environment involving students from various regions and diverse ethnicities. Of course, this will give rise to problems and differences that make it interesting to research.

Through this research, it can be better understood how FBS UNP students use Minangkabaunese in command, requests, suggestions, and giving permission to others. This understanding can help improve the effectiveness of communication in certain contexts. Therefore, by conducting research on Minangkabaunese of directive speech acts, we can contribute to the maintenance and preservation of regional languages. This is important to prevent the possibility of extinction of the Minangkabaunese and strengthen the cultural identity of FBS UNP students as speakers of this language.

B. RESEARCH METHOD

According to Creswell (2012), several data collection approaches in qualitative research include in-depth interviews, document analysis, observation, and audiovisual material analysis. In qualitative research, the instruments were taken directly from the researcher. In this research, data were taken directly using observation sheets to group data, then recorded and described, marking the parts included in the types of directive speech acts.

Table 1 Observation Sheet

No.	Time	Utterances	Types of Directive Speech Act			
			C	R	GP	S

Note : C: Command   R: Request   GP: Give Permission   S: Suggestions

The observation sheet table is based on Searle's (1980: 23) and Leech's (1983: 104-107) theory.

C. RESULT AND DISCUSSION

1. Research Finding

Based on data analyses of the directive speech act used in Minangkabaunese by FBS UNP students, there are two findings that are classified to answer two research questions. This section is to answer the first research question, the first the types of directive speech acts in FBS UNP students. The following table 2 shows the results from four types of directive speech acts among FBS UNP Padang students, as follows:

Table 2 Data Tabulation of Directive Speech Act

No.	Time	Utterances	Types of Directive Speech Act			
			C	R	GP	S
1	15.14	"Kecek ibuk tu tolong sampaian ka kawan kawan cek tugas di elearning"		√		
2	11.37	"Tapi jan yang dingin mineralnyo ri"	√			
3	15.03	"Kawanan nad di kos a lalok di kos. Nad surang di kos, tuh sadang kurang lamak badan rasonyo"		√		
4	15.14	"Lai buliah minta tolong pi? Soalnyo paket indy ndak ado do"		√		
5	14.20	"Buliah ndak anggi minta tolong ka pia masan di shopee, karna anggi ndk punyo shopee"		√		
6	13.42	"Tapi menurut akak, padiaan se. Kedepannyo tunjukan se sikap elok wak ka ibu tu, berubah se."				√
7	15.14	"Bali makan la awak dulu nak?"				√
8	14.20	"Kecek apak kalau awak ka piliah stik tu piliah yang barek, jan yang ringan tu mudah patah"				√
9	11.53	"Menurut lia orang orang mode itu, awak nasehati se dengan caro elok elok, kalau awak manjauah ndak mungkinlah itu kawan awak dari awal"				√
10	14.09	"Kurang kuranganla begadang tu na "				√
11	15.48	"Pakaila, motor den lai talatak se dirumah bisuaknyo"			√	
12	10.30	"Sa tanyoanla ciek namonyo sia, tapi nyo kawannyo cepin"	√			

No.	Time	Utterances	Types of Directive Speech Act			
			C	R	GP	S
13	10.30	"Kalau nak paila ka toilet lu lah, beko baa baa lo"				√

In this research the types of directive speech acts in Minangkabaunese at FBS UNP students. The data command contains 3 data, then 3 data request contained in this research. After that, there is suggestion, this is the dominant types of directive speech act was found 6 in FBS UNP students. Last, the least data found in this research was only 1 data, namely give permission. The following are findings from 4 types of directive speech acts found based on Searle's (1980: 23) and Leech's (1983: 104-107) theory :

1. Command :
   a. *"Tapi jan yang dingin mineralnyo ri"* ("But not cold mineral")
   b. *"Sa tanyoanla ciek namonyo sia, tapi nyo kawannyo cepin"* ("You ask what his name is he is Cepin's friend, right")
2. Request :
   a. *"Kawanan nad di kos a lalok di kos. Nad surang di kos, tuh sadang kurang lamak badan rasonyo"* ("Where will you be tonight? Accompany me to sleep in my boarding house because I am alone in the boarding house and do not feel well")
   b. *"Kecek ibuk tu tolong sampaian ka kawan kawan cek tugas di elearning"* (The lecturer said to tell your friend to check the assignment on e-learning")
   c. *"Lai buliah minta tolong pi? Soalnyo paket indy ndak ado do"* (Can I ask for your help, please? Because I do not have internet quota)
   d. *"Buliah ndak anggi minta tolong ka pia masan di shopee, karna anggi ndk punyo shopee"* (May I ask for your help to order goods on Shopee? Because I do not have the Shopee application)
3. Suggestion :
   a. *"Tapi menurut akak, padiaan se. Kedepannyo tunjukan se sikap elok wak ka ibu tu, berubah se."* (Oh, I see. I have felt like that, too. But in my opinion, let it go. In the future, show a good attitude towards your lecturer, change yourself)
   b. *"Bali makan la awak dulu nak?"* (we should buy food first, right")
   c. *"Kecek apak kalau awak ka piliah stik tu piliah yang barek, jan yang ringan tu mudah patah"* (Be careful if you choose that stick, choose the strong one, don't take the light one, it will break easily)

      d. *"Menurut lia kalau orang-orang mode itu, awak nasehati se dengan caro elok elok, un a awak manjauah ndak mungkinlah itu kawan awak dari awal"* (I think people like that are advised well. If we keep him away, it is impossible because she is been our friend since the beginning of college too)

      e. *"Kurang kuranganla begadang tu na . . "(*It is better for you to reduce your staying up late . ..)

      f. *"Kalau nak paila ka toilet lu lah, beko baa baa lo"* (Go to the toilet first, so you feel comfortable.)

4. Give permission :

      a. *"Pakaila, motor den lai talatak se dirumah bisuaknyo"* (sure. Tomorrow i won't use my motorcycle)

Then, the dominant type of directive speech act used by FBS UNP Padang students. This section is to answer the second research question. Below in table 3 are the results of the types of directive speech acts so that the dominant type of directive speech act is visible.

No	Type of Directive Speech Acts	Quantity	Percentage (%)
1.	Command	2	15,38
2.	Request	4	30,77
3.	Suggestion	6	46,15
4.	Give Permission	1	7,7
Total		**13**	**100.0%**

From the table above there are 13 data on the types of directive speech acts found in FBS UNP students. From the 4 types of directive speech acts, namely orders, requests, suggestions, and giving permission. In the table above it can be seen that 2 data commands, 4 data requests and 1 data give permission were found. There were 6 types of suggestions directive speech acts found, the most frequently used or dominant type of suggestion directive speech act. This is caused by cultural factors and communicative factors in the closeness between FBS UNP students when speaking, so that conversations occur when they interact and talk like everyday life and are more directed towards directive speech acts of advice. Where providing advice is considered a positive contribution to the decision-making and problem-solving process. By considering these cultural factors, it can be seen how they influence communication interactions between two close people.

2. Discussion

The findings of this research highlight the use of the types directive speech acts among FBS UNP Padang students. This discussion will addressed the significance of these findings, their alignment with existing literature, their implications for communication practice, and potential opportunities for further research.

The analysis revealed four main types of directive speech acts: command, request, suggestion, and give permission. Each type has a different communicative function and reflects the underlying cultural norms and interpersonal dynamics among FBS UNP Padang students.

Directive are characterized by commands, such as ordering someone to perform a certain action. Requests, on the other hand, involve seeking help or cooperation from others. Suggestion is common and is often used to provide suggestion or recommendations, while give permission is given to authorize certain actions or behavior.

These findings are in line with the theoretical framework proposed by Searle (1980) and Leech (1983), which provides empirical support for the categorization of directive speech acts. However, the dominance of suggestions among FBS UNP Padang students seems to be different from several previous studies which highlighted commands or requests, giving permission as the types of directive speech acts most often used in certain contexts. The suggestion data found was 6 data (46,1%), while the only one for give permission data (7,8%). These variations underscore the importance of considering cultural and contextual factors in understanding communicative practices.

The large number of suggestions speech acts among FBS UNP Padang students shows the existence of a communication pattern characterized by collaboration and consensus. In the findings of this research, giving suggestions can be assessed as a means of fostering cooperation and maintaining harmonious relationships. Understanding these cultural norms is essential for effective communication within the FBS UNP Padang community and beyond. Then, the influence of culture on communication interactions underscores the need for intercultural competence in diverse environments. Acknowledging and respecting cultural differences can improve mutual understanding and facilitate more meaningful communication exchanges.

In addition, although this research focuses on types of directive speech acts, further investigation into the pragmatic function and sociocultural factors that influence their use will provide a more comprehensive understanding of the dynamics of communication among FBS UNP Padang students.

In conclusion, this research offers valuable insight into the types of directive speech acts that are common in Minangkabaunese discourse among FBS UNP Padang students. The dominance of suggestion speech acts emphasizes the influence of cultural norms and interpersonal dynamics on communication practices. By recognizing and understanding these patterns, we can foster more effective and culturally sensitive communication interactions in academic and social contexts.

Besides that, this research is almost the same as previous research conducted by Pandini (2020) regarding the analysis of directive speech acts in the Jumanji Movie. Researchers found that the most common type of directive speech act were asking there are 43.47%. In this research, Pandini (2020) categorized 5 types of directive speech acts such as request, command, suggestion, advice, asking. Also, Taufik (2019) regarding the analysis of strategies for directive speech acts of Indonesian language teachers and class XI students in learning at SMK Negri 1 Narmada. this research data is in the form of verbal data, which is the speech of teachers and students in interactions in learning in class using recordings.

The similarities of this research with the previous studies above is that the research objective in this study is to analyze types of directive speech acts. On the other hand, there are differences between this research and the previous studies above. In previous research, it was seen that Pandini (2020) analyzed the types of directive speech acts in films with 5 categories, namely request, command, suggestion, advice, asking. And Taufik (2019) analyzed the strategy of directive speech acts interacting directly. This research describes the directive speech act strategies of Indonesian language teachers and class 10 students in learning at SMK Negeri 1 Narmada.

D. CONCLUSION AND SUGGESTIONS

Research on the types of directive speech acts in the Minangkabaunese among FBS UNP students provides a comprehensive picture of communication patterns and the cultural values contained therein. It can be concluded that:

1. Diversity of Speech Acts: FBS UNP students use various types of directive speech acts in their daily communication. Starting from commands that provide directions on how to carry out an action, to suggestions that express views about how an instruction should be carried out, as well as requests and giving permission, each type of speech act has a unique role and function in interaction.

2. Cultural Preservation: Findings show that FBS UNP students have a strong awareness of the importance of maintaining Minangkabau cultural values. The use of speech acts that demonstrate cultural preservation, such as giving advice on maintaining politeness and respecting customs, reflects their commitment to cultural identity.

3. Cooperation and Collaboration: One of the prominent findings is the use of suggestions as the dominant type of speech act. This reflects a culture of cooperation and collaboration in building organizational activities among FBS UNP students. Providing advice is not only a form of contribution to the decision-making process, but also a form of openness to new ideas and learning from other people's experiences.

4. Relationship to Cultural Context: The use of these types of directive speech acts is not only influenced by cultural factors, but also by the communicative context and interpersonal relationships between

speakers. Individual and situational variations need to be considered in analyzing communication patterns, which show the complexity and dynamics in language use in Minangkabau culture.

Overall, this research makes an important contribution to our understanding of the relationship between language, culture, and communication in the Minangkabau context. By understanding the types of directive speech acts used by FBS UNP students, we can better understand the underlying cultural values, as well as strengthen cross-cultural communication regarding cultural diversity in Indonesia.

Based on the research findings, the researcher realized that this research was not perfect because the researcher was still lacking in depth in discussing the research. Therefore, the researcher suggests that future researchers focus on other aspects of language and communication, such as the use of language in formal and informal contexts in examining directive speech acts and politeness strategies or can also analyze other types of speech acts, such as representative, commissive, which may be can be found in the environment around where the next researcher lives in order to gain a deeper understanding and maintain cultural preservation by researching regional languages.

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