

CHAPTER 2

LITERATURE REVIEW

This chapter briefly explains some theories that support the study. The theories are related to speech acts, directive speech acts, types, and functions of directive speech act.

A. Theoretical Framework

1. Speech Act

Speech acts are defined as utterances that not only convey information. It also performs actions (Austin, 1962). This fundamental concept emphasizes that language is not merely a medium for transferring facts but is inherently action-oriented, shaping and influencing social interactions in various ways. As seen in everyday communication, speech acts are used according to the speaker's intentions, such as apologizing, greeting, requesting, refusing, complaining, and inviting, demonstrating the versatility of speech acts in human interactions. Austin classified speech acts into three categories:

a. Locutionary Act

Actions of locution are speech acts involved in the formation of utterances, such as uttering certain sounds or making certain signs, using certain words and using them by certain rules and with certain meanings and certain references to the rules of the language from which the words are taken.

b. Illocutionary Act

Illocutionary act are utterances made with specific intentions and purposes, not just conveying a literal meaning. These actions are based on the speaker's intention to achieve a certain effect on the hearer. For example, giving orders, making promises, and asking questions. In essence, the illocutionary act is what the speaker wants to achieve through his utterance under certain conditions; the listener must perform certain actions or achieve certain conditions for an act to be considered successful or appropriate in a given context. Understanding illocution is crucial for analyzing classroom discourse, where teachers' utterances often aim to elicit specific responses or actions from students.

c. Perlocutionary Act

Actions of perlocution are the consequences or by-products of speaking, whether intentional or not. Perlocution can also mean the effect that an utterance has on the listener. In educational contexts, the perlocutionary impact of the teacher's speech act can significantly influence students' engagement and learning outcomes.

John Searle, a student of Austin, then developed theory of Speech Act in his book entitled "Expression and Meaning" (1979) and classified Illocutionary acts into five types, including the following:

a) Assertives

Assertives are used to express statements that the speaker believes in. These assertives can be assessed using true or false judgments. For instance, "Water boils at 100 degrees celsius."

b) Directives

Directives are used to express something that makes the listener do something or it can be said that the speaker 'directs' the listener to do something. For example, "Please close the door".

c) Commissives

Commissives are utterances that are said to be commissive if the utterance creates an obligation such as a promise. In instance, "I promise to help you with your project".

d) Expressives

Expressives are to express an inner state of the speaker which is subjective. For example, "I'm sorry for your loss" is expressing condolence.

e) Declarations

Declarations are a speaker's statement that can result in some changes in the status or condition of the object being referred to. In Instance, "I pronounce you husband and wife".

Based on the theories proposed by Austin (1962) and further developed by John Searle (1979), speech acts are not merely linguistic forms but functional

actions embedded in social interaction. In this study, the focus is placed on illocutionary acts because classroom discourse primarily concerns the intention behind teachers' utterances rather than their literal meaning alone. Therefore, Searle's classification of illocutionary acts is considered the most relevant framework for analyzing how teachers use language to achieve instructional purposes in the EFL classroom.

2. Directive Speech Act

Directive speech act is speech in which the speaker seeks to have an action performed by the listener. These speech acts belong to the illocutionary acts because they involve the intention to encourage the hearer to perform the action (Farrell & Janowicz, 2024). As part of illocutionary acts, directives are particularly important in classroom discourse, where teachers often use language to guide, instruct, and manage students' behaviour. The ability of teachers to use directive speech acts appropriately can enhance classroom management and learning effectiveness by considering social and cultural contexts. According to Searle (1979), there are 5 classifications of directive speech acts, which are as follows:

a. Commanding

Commanding is when the speaker gives a task that is delivered to the listener in the form of a command. The "command" indicates that there is an obligation that must be completed by the listener. For example: "Close the window, now!". In this type of directive, the lexical verbs that commonly appear include command, order, and tell. These verbs show a high level of authority and signal that the speaker expects the listener to perform the action immediately.

b. Inviting

Inviting is an utterance that contains the speaker's invitation to the listener to be involved in a certain event with the speaker. For instance: "I would appreciate it if you could make it to my birthday celebration later tonight". This type of directive is often marked by lexical verbs such as invite and encourage. These verbs show a lower level of force and reflect the speaker's intention to open participation voluntarily rather than impose an obligation.

c. Forbidding

Forbidding is an utterance conveyed by the speaker with the purpose of prohibiting or restricting the listener in performing an action. For example: “Students are now allowed to use phones during the class”. This type of directive is usually marked by lexical verbs such as forbid, prohibit, and ban. These verbs express restriction and show that the action mentioned must not be carried out by the listener.

d. Requesting

Requesting has the goal of getting the listener to perform the action according to the conditions, the speaker believes that the listener is able to perform the action. For instance: “Would you mind closing the window?”. Request is commonly signalled through lexical verbs such as ask, request, and beg. These verbs indicate a lower degree of force and reflect the speaker’s intention to maintain politeness while encouraging the listener to act.

e. Suggesting

Suggesting is the speaker's attempt to convey another option or also known as an alternative for the listener in performing an action. It is usually delivered tactfully, ensuring that the recipient will not take offense. For example: “I think you should try studying earlier in the day to improve your focus”. This type of directive often uses lexical verbs such as suggest and propose. These verbs show that the speaker offers a nonbinding option that the listener may accept or reject.

From Searle’s (1979) classification, directives are particularly central in educational settings because they function to guide students’ actions and responses. In this research, the five types of directive speech acts.

Commanding, inviting, forbidding, requesting, and suggesting, are adopted as analytical categories to systematically identify teachers’ utterances in classroom interaction. These classifications allow the researcher to distinguish levels of authority, obligation, and politeness reflected in teachers’

speech, which are essential in understanding how instructional control and student engagement are constructed linguistically.

All types of imperative speech acts are most commonly found in classroom settings during the learning process. In addition to this classification, according to Suryandani & Budasi (2021), there are eight functions of imperative speech acts, as follows:

- a) Elicitation focuses on speech that elicits students to provide the necessary information (Suryandani & Budasi, 2021). The function of imperative speech acts as elicitation is to test students' understanding or knowledge.
- b) Instruction is speech that is uttered to make the listener do something. Unlike elicitation, which is used to make the listener provide information, in instruction the listener must perform an action according to the speaker's will.
- c) Attention getter is a speech used to attract the listener's attention. Its use is intended to attract students' focus before delivering the material. Teachers use verbal calls or signals to control the class's concentration. This function is important for creating readiness to learn. Without focused attention, further instructions are difficult to understand.
- d) Suggestions are recommendations or alternative ideas offered to the audience. Suggestions refer to ideas, plans, and so on that are recommended by the speaker. This function fosters critical thinking and learning strategy choices in students.
- e) Tactfulness refers to a person's ability to express sensitive matters without offending others or making a positive impression by saying or doing the right thing.
- f) Advice is expressing an opinion about what others should do or how they should behave. Teachers guide students based on experience or professional judgment. This function supports academic and behavioral development.
- g) Conditional is a function for expressing thoughts about the dependence of one thing on another. Teachers use this to explain consequences. This function helps students understand cause and effect relationships.

- h) Threats are expressions of intent to punish. This function aims to control rule violations. Although effective in the short term, its use needs to be limited so as not to cause tension.

In addition to classification, the functional perspective of directive speech acts provides deeper insight into how teachers' utterances operate in classroom interaction. The eight functions proposed by Suryandani & Budasi (2021) are relevant because they capture not only the structural form of directives but also their pedagogical purposes, such as eliciting responses, giving instructions, or managing attention. Therefore, analyzing directives through their functions enables this study to go beyond identifying types and to interpret how teachers strategically employ language to facilitate learning and classroom management.

3. Teaching in EFL Classroom

Teaching English as a Foreign Language (EFL) can be defined as the process of helping students develop English language proficiency in an environment where English is not the primary language of communication. The goal is to develop language competence, which includes listening, speaking, reading, and writing, and to provide students with the ability to use English in their daily lives. To perform their role effectively, teachers must be able to create meaningful learning experiences that are connected to real-life situations.

The basic theory of EFL teaching emphasizes the importance of interactive learning, with an emphasis on students achieving optimal learning outcomes through interaction with other people and their environment. The role of the teacher is to provide gradual guidance to students, with the ultimate goal of enabling them to learn independently. Given the diversity of skills and backgrounds of students in EFL classes, teaching must be flexible and adaptive to meet the needs of each student (Yunus et al., 2025).

Teachers serve as facilitators, providing support to students in developing English proficiency. In addition, challenges such as shy or unmotivated students can be overcome through the implementation of varied and engaging activities and the creation of a supportive classroom atmosphere.

Considering the characteristics of EFL classrooms, where English is learned as a foreign language, teachers play a crucial role in scaffolding students' understanding through language. Directive speech acts become a primary tool for organizing activities, encouraging participation, and maintaining classroom discipline. Therefore, examining directive speech acts in the EFL context is significant, as it reveals how teachers' linguistic choices contribute to the effectiveness of instruction and the overall learning environment.

B. Study of the Relevant Research

The study conducted by Hidayat et al. (2022) have examined speech acts. The study was conducted in the 8th grade junior high school during English learning. This research is included in discourse study and uses descriptive qualitative method design. For data collection, the researchers made observations in the classroom because the teaching and learning process occurred naturally in the classroom. This research aims to analyze the speech acts used by teachers and students during learning. The results showed that there were three types of speech acts used on various occasions by both teachers and students in learning interactions which were dominated by directive speech acts by 62%.

The second study Sumedi & Rovino (2020) provided an in-depth study of speech acts used by English teachers at SMP Negeri 1 Rangkasbitung. This study uses qualitative research design, more specifically descriptive qualitative method. This study aims to analyze the types of speech acts that exist in the conversations of English teachers during the learning process. The findings showed that directive speech acts constituted 68% of the total speech acts identified.

The third study was conducted by Bindiya et al. (2023), this study aims to identify and explain the forms of speech acts produced by the teacher in the learning video. This research uses a descriptive qualitative method. The results show that among the various speech acts used, directive speech acts are mostly produced by teachers in the videos. It can be concluded from the findings that 26 utterances produced by the teacher (25.2%) are included in representative speech acts, 52 utterances (50.5%) are included in directive speech acts, 2 utterances (2%) are

included in commissive speech acts, 23 utterances (22.3%) are included in expressive speech acts.

Previous studies consistently show that directive speech acts dominate classroom discourse, indicating their central role in instructional interaction. However, most prior research primarily focused on identifying types without providing deeper functional analysis in specific EFL contexts. Therefore, this study attempts to complement earlier findings by not only identifying the types of directive speech acts used by teachers but also analyzing their functions within classroom interaction, thereby providing a more comprehensive understanding of teachers' communicative strategies.