

**A Descriptive Study of Directive and Commissive Speech Acts Used
by University Level Students**



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Fall 2021

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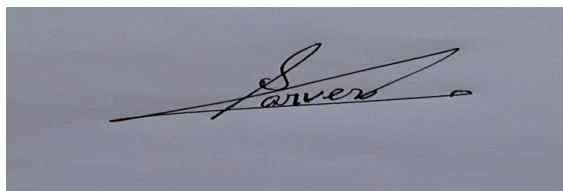
A Thesis Submitted to
Mohammad Mosiur Rahman
The Department of English and Humanities
University of Liberal Arts, Bangladesh

In Partial Fulfillment
of the Requirements for the Degree of
BA in English

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Fall 2021

CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.

A handwritten signature in black ink on a light blue background. The signature is stylized and appears to read 'M. Rahman'.

Mohammad Mosiur Rahman

Date: 30. 01. 2022

Senior Lecturer

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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Acknowledgements

First of all, my sincere and great appreciations go to the Almighty Allah for bestowing me with enough patience and strength to carry out this research project. I am greatly indebted to my supervisor, Mohammad Mosiur Rahman for his continuous support throughout the project with his valuable time, suggestions and feedback. I would like to thank him for believing in me, giving me the freedom to explore my ideas and motivating me to complete this research paper. I would like to offer my heartiest gratitude to the ULAB Department of English and Humanities for helping me to recognize my capabilities along with providing me enormous opportunities to expand my horizons. I offer my gratefulness to my parents and my family for their unconditional love and support. Without their guidance and encouragement, I would not have been able to come this far. Last but not the least; I am thankful to my teachers and the students who cooperated with me during the data collection period.

Md. Fazley Rabbi

Fall 2021

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Abstract

Speech act spells out a function in communication acquired from someone's utterances. This study investigated how the directive and commissive speech acts help university-level students for their effective learning and how they structure it. The researcher used the technique of classroom observation while the lessons would also be audio-recorded. The Data had collected from students interacting with their teacher in a university classroom. Most of the directive speech acts had got from the teacher while students were producing requests, invitations, demands, promises, begging, etc. The study aimed to explain the context of using the directives and commissive speech acts. This research was executed under the descriptive qualitative method while the researcher observed and analyzed the data collected from a university classroom. The collected data had analyzed against the structure of the two -speech acts directives and commissive to analyze the data. Hence, the researcher found that most of the directive speech acts were structured by the teachers, and most of the commissive speech acts were structured by the students. The researcher also found how the speech acts helped their effective learning.

Chapter One

Introduction

Background to the study

The most interesting human behavior deals with language. It is the best tool of communication in every culture. At the same time, different cultures have different communication strategies to reveal their behavior. Using language utterances is the best way to communicate with others. Nowadays, classroom interaction is one of the best possible ways of effective learning. Brown (2000) explains in his interaction chapter, "Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p. 165). So, according to H. Douglas Brown, classroom interaction is one of the possible ways of effective communication that students can acquire their learning by interacting with their teachers and classmates. Hence, collaborative learning can make a student better if s/he follows the strategy of interaction that Brown said in his book. Sharing thoughts, ideas or feelings is the best way to communicate. However, good communication is the fundamental element of any discipline in the teaching and learning process. It helps to learn effectively. Teachers and students act out their language utterances. Good communication between students and teachers makes an effective learning environment. We know that a better environment makes a better place for learning. However, when a student enters a classroom, s/he has to follow the rules. S/he has the background knowledge of the classroom environment. So, students face many challenges in Audiotape communicating properly with their teachers in the classroom. Remarkably, in their ESL classroom, the Bangla medium students face many challenges to managing communications.

According to Austin's (1962) and Searle's (1969) theory, "perform an action, which means that an utterance has not only a locutionary meaning (literal meaning), but also an illocutionary meaning (intended meaning)." So, in classroom interaction, students and teachers may use the intended meaning, not the literal meaning. For instance, when a student utters, "Sir, I cannot understand the topic or the term." It means that s/he requests the teacher to tell them the meaning in a possible simple way.

When a student enters the classroom, s/he tries to follow the classroom rules. However, in the teaching and learning process, they usually have some questions requests from the teacher, and sometimes they make promises to the teacher. So, the requests, invitations, demands are examples of directive speech acts, and the promises oaths are the commissive speech acts. This study developed a schedule of using different speech acts in a university classroom, which helps the teaching and learning process. It also focuses on the challenges students face in their classroom while using different speech acts to communicate to their teachers.

Searle (1969) claims, "speech act is the basic unit of language, the production of a token in the context of speech act." So, this basic language unit can help students acquire implicit learning. However, classroom interaction may impact the student's verbal communication, and at the same time, the teachers can interact to build up the communication better.

Problem statement

This study has investigated the use of directive and commissive speech acts used by university-level students and found out how classroom interaction makes effective learning. Using directive and commissive speech acts influenced both teacher and students to fix the problem they faced in the classroom. At the same time, they exchanged their utterances as commanding, ordering,

requesting, promising. At the same time, this study found the speech acts structure from those utterances because the structure of utterances helped understand the speakers' intention that what they are trying to say like while they are requesting or ordering. Austin (1976), Sumarti et al. (2018) and several researchers dealt with speech acts research based on classroom interaction. Brown (2000) talked about the directive and commissive speech acts and showed how speech acts created interpersonal relationships. Ana and Musaroakh (2012) found out which speech acts played a dominant role during teaching-learning activity.

For instance, Azhari et al. (2018) researched speech acts using the context of EFL classroom interaction. The existing literature talked about dominant speech acts or how speech acts make interpersonal relationships in the classroom. (Zulanti, 2018).

Moreover, most of the study has been written based on the observation of primary and secondary level students. (Zulanti, 2018). In addition, previous literature did not talk about the university-level students and their effective learning using multiple speech acts. Nevertheless, this study spoke about university-level students and how speech makes classroom interaction effective. So, this study covered two speech acts, directive and commissive speech acts, where I showed how these speech acts make effective learning and the different structures of the speech act how the respondents structured it. Most of the studies were conducted in another context like Indonesia Malaysia. Nevertheless, a few handful studies conducted in Bangladesh were based on secondary level studies. Previously, no study has been conducted on speech acts used by university-level students in Bangladesh.

Hence, this study can play a significant role in knowing how directive and commissive speech acts help effective learning. For instance, in this study, we see that students followed the instructions

when the teacher gave the commands and tried to follow them. At the same time, when a student requests the teacher, s/he tries to fix it. Moreover, this study will also focus on the interaction between directive and commissive speech acts. So, this study will play a significant role in learning speech acts effectively in a university classroom.

The objective of the study

This study aimed to explore the effectiveness of speech acts and the context of the classroom interaction of using speech acts. Moreover, this research would help understand the complication of using speech acts in the University classroom. For instance, different utterances play different roles in speech acts. If a teacher orders the students, the utterances will be under directive speech acts. At the same time, when the students promised their teacher, it was under the commissive speech acts. So, this study helped to clear the complications of the different speech acts.

Furthermore, this study helped to improve the cognitive knowledge of the students. This kind of investigation helps the students find a better classroom environment. At the same time, proper use of speech acts can make a good learning environment.

Research questions

1. How does the interaction between teachers and students help to learn speech acts effectively in a university classroom?
2. How do the students structure their speech while using directive and commissive speech acts?

Chapter Two

Literature Review

The function of the Directive and Commissive Speech Acts

Speech Act theory refers to linguistic expressions that construct based on commanding, performing, requesting, etc.

Directive speech acts are those acts of making requests, questions, commands, orders, and suggestions. It means the speaker intends to have something done by someone where the speaker gives direct force to get the intended answer from others. However, direct force plays a fundamental role in these particular acts. Directive and Commissive speech acts are predominantly a part of Illocutionary accomplished considering what the utterance is. According to Searle (1976), when a speaker utters something, it means he intends to do something. Searle gives the theory based on J.L Austin's theory of speech acts where he claims, "Language is not only used to say something, but also to do something." Yule George (1996) said, "acknowledged that people do not merely say something using the language out of the blue by performing speech acts. Instead, they have the intention and force behind the utterances they utter, and those utterances may affect the behavior of the hearer."

According to Austin (1976), the structure of the directive speech act is when the speaker intends to command, question, or ask someone to do something can refer to the directive speech act. For instance, in a classroom, when a teacher asks students to do something or question something, it refers to a directive speech act. At the same time, when the student promises to do something or gets threatened for a future event, it also refers to a commissive speech act.

Language understanding is a successful key to communication. The study aims to explain the context of the interaction of using the directives and commissive speech acts. There are multiple studies on speech acts that have been conducted previously. Here I discussed the previous studies on different speech acts conducted by other researchers.

Sumarti et al. (2018), in their research, focused on speech act strategy and contextual influences on speech act choices in interpersonal relations used by the utterances of the teacher and students in a junior high school. The methodology they followed for this research was the qualitative approach. They investigated the communication function of the directive speech act used by the teacher's utterance; commanding, asking, suggesting, forbidding. They collected the data from Bandar Lampung in public and private junior high schools. The data collection technique was listening. They found that the teacher's directive speech act strategy got a positive affective response.

Andewi and Waziana (2018), in their study, focused on classroom interaction and investigated the function of speech acts produced by the teachers. The methodology they used for their study was the descriptive qualitative approach. The researchers argued that the communication between teachers and students is the primary element of effective learning. They mainly focused on directive speech acts, and the other speech acts like commissive and representative speech acts. The results of this study found that the dominant speech act was directive speech acts (71.8%) and then commissive speech acts (3.8%) and representative speech acts (24.4%). They might focus on one speech act for conducting their research. If they had focused on one speech act, they would have analyzed all the utterances properly.

Zulanti (2018), in her research, concentrated on the four types of speech acts and their implications in teaching and learning activity. For this study, she used the descriptive qualitative method. In doing so, she took the data from classroom observation while the data was also audio recorded. For analyzing the data, the researcher used the pragmatic theory by Yule and discourse analysis by Paltridge. This study she divided into two parts. In one aspect, she discussed direct and indirect speech acts, and on the other hand, she described the implications of using speech acts in the teaching-learning activity. This study aimed to find the function and meaning of the produced speech acts. She argued that using speech acts would make a good relationship between teacher and students. She showed that the dominant speech act was the direct speech act (67%) and the indirect speech act was 33%. She found that indirect speech acts have more politeness than direct speech acts.

Ana and Musaroakh (2012) analyzed directive speech acts produced by the teachers and students in their teaching-learning process. The researchers incorporated a descriptive qualitative method, in which they investigated the directive speech acts and their functions in teaching vocabulary. They conducted this research on thirty students. The main purpose of this study was to analyze the utterances of the teacher and students while the teacher commanded and students requested their teacher. This study found twenty-three orders and two requests in the teaching-learning process.

Azhari et al. (2018) researched speech acts using the context of EFL classroom interaction. The researchers thought that EFL and ESL classrooms could be an exciting source for collecting data. This study investigated the types and frequency of speech acts while the teacher and students interacted in the EFL classroom. The researchers used a descriptive qualitative method for analyzing the data. This study tried to classify the teacher, and students' speech acts performed in

the classroom interaction. This study found that the dominant type of speech acts was directive (43%) while the teacher and students interact.

Malenab (2018), in his research, analyzed the conversation between teacher and student conversation in the ESL classroom context. He used the qualitative method for his research and collected the data by classroom observation while the respondents' utterances were also recorded. Malenab (2018) argued that all the conversations are the corpus of analysis in the research. The result of this study was how the teacher and the students negotiated their problems by uttering commands, requests, suggestions, apologies, etc. The author recommended that teaching English in an ESL context has a potential value for effective communications.

Santosa and Kurniadi (2020) investigated the competency of language learners in EFL classrooms from different cultures and languages. So, they analyzed the speech act classification used by English teachers' utterances. This study was based on the case study by Searle's framework speech act classification. They found 40% directive speech acts and 1% commissive speech acts by analyzing all the utterances. The researchers suggested that speech acts mainly determined the teacher's approach. They argued that a foreign language could cause trouble and misunderstanding between students and teachers.

Jafar et al. (2018) analyzed the EFL classroom conversations and explored the types, the functions, and the forms of speech act. The researchers followed the descriptive qualitative method. The data were collected by online survey and videotaped. They conducted their research on 75 students' utterances, while 22 utterances were based on an online survey. By analyzing the data, they found the students' perception of speech acts. This study found that a few respondents used speech acts for communication the others used speech acts for their communication. The researchers suggested

that the result of this study can motivate the lectures to simplify English language classes for the students to use the different types of speech acts.

Sumedi and Rovino (2020) investigated speech acts and their functions using the seventh-grade teacher's utterance. The researcher used Searle's speech acts theory for analyzing the data. However, after analyzing the data, they found 68% directives speech act whereas commissive speech acts were only 10%. This study showed that teachers' appropriate speech acts could simplify English language learning. They also suggested that the teacher utilize speech acts appropriately because it would help active learning for the students.

Alharbi (2018) focused on speech acts identification based on Searle's speech act theory. The study was based on both quantitative and qualitative methods. The data were collected from primary schools in Saudi by classroom observation. The data was audio-recorded too. Meanwhile, the researcher played the role of the participants so that he could observe the data correctly. This study found four speech acts; directives, representatives, expressive and commissive, where the directive speech acts were dominant with 426 examples. This study also found that Saudi teachers use four speech acts types while teaching their students.

Hence, previous research mainly focused on the dominant speech acts used in the classroom while teacher-student interacted. Most of the researchers tried to discuss the context of using speech acts. They mainly found out how the speech acts context has been used in the classroom. After that, most of the literature was written based on the primary and secondary level ESL and EFL-based classroom while this study predominantly focused on university level students. Some of them found out that how speech acts simplify the study. Though the prior study covers all the areas of speech acts, they did not work on university level students and their effective learning. Previous

literature tried to prove that the Directive speech act was the dominant type of speech act while it could not work on how it could help students for their effective learning. We know that effective learning can change the world. But the prior study did not much work on it. Previous studies focused on the context of the speech acts but could work on how they help students learn.

Chapter Three

Methodology

Introduction

This study investigated how the directive and commissive speech acts help university-level students achieve effective learning and how they structure it. It focused on the difficulties of student-teacher conversation while they will use different speech acts. However, I conducted this research by using a descriptive qualitative method. I observed and collected data for seven weeks and tried to identify the context of the speech acts they used. I used the qualitative technique of classroom observation while the lesson had also recorded. The data had collected from students' interaction with their teacher in the University classroom. The teacher used most of the directive speech acts while students produced requests, invitations, demands, promises, begging, etc. This study explored the effectiveness of speech acts learning in the teaching and learning process.

Data collection procedures

To collect the data, I had selected a university and took permission from the authority for classroom observation. I also took consent from the teacher for audio recording my desired data. I took a sign on the consent paper. I had collected that classroom where at least 80% of students were present every day. A chunk of data helped my research development process. However, I was always

focusing on my desired data. All the utterances were audio recorded. I tried to concentrate on their every utterance to get my desired data. Since I had recorded the data, it helped determine my desired data. It was also helped for my future analysis. However, when the students used requests, invitations, promises, I tried to find out the context of their utterances because it helped me search their teaching-learning process. Using speech acts in the classroom can help the teaching-learning process. To conduct this research, I tried to determine the difficulties students face most while using speech acts. I tried to find out the context of the respondents' utterances and how they affected their studies effectively.

Chapter Four

Research Analysis and Findings

I observed multiple Directive and Commissive speech acts in the teaching-learning process while observing different classes. However, most of the teachers uttered the directive speech acts, and most of the commissive speech acts were spoken by students. The intended directive and commissive speech acts were written in bold text below.

The day started like every morning. When the teacher entered the classroom, all students greeted their teacher.

Question 01: How does the interaction between teachers and students help learn speech acts effectively in a university classroom?

Students: Good morning, sir. How are you? (Most of the students utter at the same time)

Teacher: Good morning, everyone. I am fine. How was your weekend going?

Student: It was good, sir.

Then the class had started. The teacher was trying to discuss how to make a business survey question. So, he talked about a demo advertisement to get a sample of what type of advertisement they should choose to do the survey. At that moment, he uttered the word "cognitive dissonance," and then one student said,

Student: Sir, would you **please repeat** the meaning of the term cognitive dissonance? It will be beneficial if you discuss it again.

Teacher: (Discussed the term again)

So, teacher-student interaction is part of effective learning in the teaching-learning process. However, according to the speech act theory, directive speech acts are propositional content where a speaker intends to request, order, or question someone to do something. Here the student was questioning the teacher to discuss the intended term again so that s/he could understand the topic clearly. So, s/he used the directive speech to make their question. When the teacher addressed the issue, the student could relate to the other studies in the class. So, this interaction causes the students to learn better. After describing the term "cognitive dissonance," s/he could understand the meaning. So, that interaction helped the students effective learning.

After that, the teacher gave the students some questions and gave some instructions:

Teacher: All of **you should answer the question correctly** by following the instructions given. By Saturday, you **must submit** the assignment. If you miss the deadline, you will **lose marks**.

Student: Sir, what will be the marks for the assignment?

Teacher: 10 marks

So, directives and commissive speech act simultaneously and help to effective learning. However, when the teacher asked to answer the questions correctly, he intended that the student do the assignment indicating the directive speech acts. "You should answer the questions correctly"- it means the teacher intended to command the students to function as a directive speech act. At the same time, when the teacher talked about the deadline, he uttered, "you must submit" and "lose marks," which indicates the future action, and it expressed the speaker's intention that functions like commissive speech acts. In addition, simultaneously, directive and commissive speech works made the study effective because when the teacher gave the instructions to the deadline and gave a threat that acted in the future action. The student will submit their assignments before the deadline because of the fear of losing marks, and at the same time, by this process, they will learn the time management skills that help effective learning.

Another day, I observed a Literature class where the teacher discussed a novella *Heart of Darkness* where she talked about multiple characters of that book.

Teacher: **Do you feel like Conrad wanted to see this man (Marlow) as a villain?**

Student: No, ma'am.

Teacher: Exactly...

In this conversation, we have seen that the teacher asked to answer a question from the novella that is supposed to answer the students. However, directive speech acts when someone provokes action from someone who functions. In this conversation, the teacher pressed the students to recap

their study, which could help their brainstorming. In addition, it made their classroom interaction better that is related to effective learning. So, the teacher gave chances to interact with her.

Additionally, it was a chance to understand the novella's character. She uttered, "Do you feel like that?" that helps to express their creative thinking. After a few moments, the teacher again asked,

Teacher: Can anyone tell me what was the major flaw? What is the trait according to the novella?

Student: Ma'am, what was the primary purpose of the character Marlow? Was he tempted?

I feel the character acted like a Renaissance man.

Teacher: Correct. He had not retrained.

In this conversation, the teacher asked to answer a question that functions and acts as a directive speech. However, the teacher said, "can anyone tell me" Which indicates asking the students to answer the question. At the same time, she asked, "What is the trait" which showed a question which also functions as the directive speech act. After that, one student asked, "what was the primary purpose? "That was a question, and at the same time, it was also a request so that the teacher could give them feedback. The student asked two questions and then shared their idea with the class. So, in this section, we can see how a directive speech act functions in an effective class, and teacher-student interaction makes a course easier to understand their study. Directive speech acts predominantly the dominant speech acts considering the teacher-student interaction. For student-teacher interaction, directive speech acts made a good deal for making study more accessible.

Then, I collected data from the Romantic Poetry class in another classroom. The teacher asked to submit their term paper, and one student did not submit it yet. The student said,

"I apologize, sir, I was supposed to submit it by last week, but I could not submit it yet due to my family problem. Can I submit it tomorrow?"

The teacher replied, you can submit it, but you may lose some marks.

Here, the student said, "I apologize, sir", which expressed his intention to make a mistake. "Can I submit it tomorrow?" That means he requested his teacher to submit that term paper.

So, if we consider the lens of the teaching-learning process, directive speech functions effectively. At the same time, commissive speech acts help too. For instance, "I apologize sir" refers to the commissive speech act because it functions as the future action or the speaker was committed to his future action that expressed his intention. Besides, the student also used the directive speech act to use the request function, "Can I submit", which indicates the directive speech act. Hence, directive and commissive speech act functions help affect teacher-student interaction or classroom interactions that act as effective learning.

After a while, the teacher discussed the final examination.

Teacher: **Do not summarize the whole essay.** I would not ask you for the summary. Instead, I would ask you some creative or analytical questions that you should answer.

Student: Noted, Sir.

We see that the teacher commanded, "Do not summarize the whole essay by analyzing the conversation." It was a suggestion that the teacher intended. So it was a suggestion and a threat to

the future action that if they summarize the essay, that will affect their result. Hence, this suggestion will help their exam, and it has the functions of a commissive speech act that helps effective learning. In this conversation, he intended to share his thoughts that a summary could not answer any analytical questions. The teacher gave them a suggestion that he would ask some creative questions. So this suggestion helped them to study better.

However, according to Searle (1979), the commissive speech act pledges to the speaker themselves to do future actions. In an English Language Learning classroom,

Teacher: We will wrap up our speaking session today. **We will continue our speaking session next week. Next class, you will have your presentation.**

In this conversation, the teacher talked about some future actions. For example, "**will continue our speaking session next week**" refers to the future action with promising functions. In classroom interaction, speaking sessions are essential for effective communication. Using a commissive speech act makes a class difference. By observing the context of the utterance, the future action will help develop their speaking skills. They might practice in their home and make them prepare for their presentation. So they might prepare themselves by their practice. Speaking is part and parcel of developing good presentation skills in teacher-student interaction.

Question 02: How do the students structure their speech using directive and commissive speech acts?

In the teaching-learning process, the utterances are predominantly the most important feature of this study. I mainly focused on the Directive and Commissive speech acts by observing the utterances. The students and teachers used speech acts function while interacting in the room. They

used to request, command, asking as a function of directive speech acts and promising, apologizing as a function of commissive speech acts.

For instance, the student said, "Sir, would you **please repeat** the meaning of the term cognitive dissonance? It will be beneficial if you discuss it again." Here "please repeat" refers to the function of Directive speech acts as a function of request. The student uttered the request as a participation in the class that is important in a classroom environment. However, in this study, there were multiple functions of directive speech acts had been discussed that were structured by the students. For example, the teacher said, "All of **you should answer the question correctly** by following the instructions given." that functioned as order refers to directive speech acts. Or at the same time, it could be a suggestion to the students for their upcoming assignment. In addition, the teacher said, "**Do not summarize the whole essay.**" that was a suggestion that refers to the directive speech act, or at the same time, it can be counted as a command to the students.

On the other hand, one student said, "I apologize, sir, I was supposed to submit it by last week, but I could not submit it yet due to my family problem. **Can I submit it tomorrow?**" The student used the "apologize" word to convince the teacher of his late submission and ask for his future action. So this is a commissive speech act that he used the function apology.

The teacher promised the students, "**We would continue our speaking session next week. Next class, you will have your presentation.**" The teacher used the function of the commissive speech act as a promise. If you miss the deadline, you will **lose marks** functions as threat refers to commissive speech act.

Chapter Five

Discussion and Conclusion

I had collected multiple data and analyzed them. However, I have worked for seven weeks to collect the data. During the observing period of that time, I have collected 50 conversations that were under the directive and commissive speech act. In this study, I shared some of them and analyzed them. So, 50 instances were under the directive and commissive speech acts. In that data, 40 utterances were under the directive speech act, and 10 data were under the commissive speech act. Hence, 80% of data were collected in classroom interaction as a directive speech act, and 20% commissive speech act. According to Yule (1996), "A speech act is defined as a very small unit of function in communication." So, the linguist Yule (1996) states five illocutionary acts; directive, commissive, expressive, declarative, representative. To follow different theories, I have analyzed the data and mentioned the structure of those data above. In this study, the student and teacher interacted to fix their problem while the student asked or commanded or the teacher promised. However, by observing seven weeks, I found 39 times (80%) directive speech acts while they structured their utterance as requesting, ordering, commanding, suggesting. I was also found 11 times (20%) commissive speech acts while they structured promising future actions to move on their classroom interaction.

Zulanti (2018) exclaimed the different types of speech acts where the researcher discussed how directive speech plays a dominant role in the classroom while the teacher-student interact with their classroom. Sumedi and Rovino (2020) explained the seventh-grade students' commissive speech act while promising their teacher. Nevertheless, there were no directive speech act analysis or observation that is very important for effective learning at any group of learners. Alharbi (2018)

focused on speech acts identification based on Searle's speech act theory to find the secondary level ESL classroom interaction while using directive and commissive speech acts. Malenab (2018) discussed how students participated in effective communication using the directive speech act. However, in this study, I tried to find the prior studies gap and implemented the new findings. I found out the structure of the classroom interaction and how it helps effective learning. For example, Sumedi and Rovino (2020) discussed the commissive speech act while the student promised the teacher that reflected the commissive speech acts. But their study did not find out how commissive speech helped their effective learning or how it helped build up good communication skills. Jafar et al. (2018) found out how directive speech plays a dominant role in the classroom, but their study did not determine how it works practically.

Previously, there were several works on directive and commissive speech acts. (Jafar et al. 2018). Most of the researchers tried to discuss the context of using speech acts. They mainly found out how the speech acts context has been used in the classroom. (Malenab 2018). After that, most of the literature was written based on the primary and secondary level ESL and EFL-based classroom while this study predominantly focused on university level students. Some of them found out that how speech acts simplify the analysis. The prior research worked on the different functions, but those studies did not discuss effective learning while interacting in the class. Besides, this study and other studies have some similarities too. This study addressed the structure of speech acts, similar to the prior research. Nevertheless, other researchers did not show how the structures were working for the betterment of the students. Significantly, this study showed the particular aspect of the speech acts that helps the students.

According to Searle (1969) and Yule (1996), the illocutionary speech act has five different forms and works on other functions. This study discussed two speech acts and their structures; directive

and commissive. However, I discussed four functions of the directive speech act and two functions of the commissive speech act. Firstly, directive speech act; in this study, we can see some utterances for exemplifying the directive function of "request". For instance, the student said, "Sir, would you please repeat the meaning of the term cognitive dissonance? It will be beneficial if you discuss it again." here, the student requested to repeat the term, and if would repeat, it would be easier. After that, the teacher said, "Do not summarize the whole essay. I would not ask you for the summary." Instead, I would ask you some creative or analytical questions that you should answer. So the teacher gave the students a command that they should not plagiarize. Then if we see the second sentence, "I would not ask you for the summary." the teacher gave the clarification that was supposed to be a suggestion. So it was a function of the directive speech act. Next, a student asked the teacher, "Ma'am, what was the primary purpose of the character Marlow?" Here, the student was trying to understand the study but s/he might not be clear. So s/he asked that supposed to be the function of directive speech act as asking.

On the other hand, the commissive speech acts have multiple functions. In this study, I have discussed threats and actions in future action and function as the commissive speech act. For instance, a student said, "I apologize, sir, I was supposed to submit it by last week, but I could not submit it yet due to my family problem. **Can I submit it tomorrow?**" So, the student expressed his mistake and promised that s/he might submit tomorrow that was a future action. After that, in a classroom, the teacher said, "We will continue our speaking session next week. Next class, you will have your presentation." So, this should be the future action because the teacher promised that the speaking session would continue the following week. The teacher said, "**If you miss the deadline, you will lose marks.**" So, it is a threat that might take place in the future. Hence it is a commissive speech act.

The implication of this study is well connected to knowing how a classroom works for student betterment. This study showed that classroom interaction can be influential and helpful for the students and helped develop the structure of how they should interact with their teacher. As a result of this research, students interested in the linguistic field can get enough information about the directive and commissive speech acts described very carefully. So, this study will contribute to future researchers for understanding the directive and commissive speech acts. Finally, this study found out the structure of the directive and commissive speech acted according to the theorists' Yule, Searle and Austin and discussed how using speech act can make effective learning.

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