

Students' Directive Speech Acts in Informal Conversation through WhatsApp in the Covid-19 Pandemic Era

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Abstract: The use of technology in pandemic time is inevitably, specially the use of communication tool in learning process to avoid physical contact. This study aims to describe the types directive speech that students used during learning process using WhatsApp video calls in the pandemic time by using Searle's approach. This study was qualitative research that using utterances as its data taken from students' conversation then analyzed by using conversation analysis. This study reveals that there were five types of directive speech acts found in the students' conversation namely question, inviting, prohibiting, requirement, and advisories type. From all of these five types, questioning was the most uttered type of directive speech act of the students.

Keywords: Covid 19, Directive Speech, ICT, WhatsApp

INTRODUCTION

Covid 19 has created lots of possibilities that make human being change their behaviour including the way they communicate. Before pandemic hits, people talk to each other face to face, and some of them use communication technology such as smartphone when distance becomes problem. However, Covid 19 has force people to social distance and not to have contact physically. So inevitably people must use technology to keep in touch and communicate to each other.

Since physical contact is not recommended, of course it impacts lots relationship among human including relation between teacher and students. It impacts the education system, forcing us to use technology to keep the educational running. One of the simplest way to keep in touch with the students is by using one the most familiar apps by Facebook which is WhatsApp.

WhatsApp is an application that has 2 billion user around the world in 2022 (*Statista*, 2022). In education, WhatsApp has been widely used by educators such in sending task, communication and giving instruction (Gon & Rawekar, 2017). WhatsApp has advantages to be used as tool in education such as its effectiveness and easiness to use, the features are helpful, save internet quota, very light, easy to do communication, easy to observe the students (Munir et al., 2021).

Students may easily utilize the WhatsApp instant messaging app because many of them are accustomed to using it in daily life. The study shows that a majority of respondents felt that social networking tools based on WhatsApp mobile learning activities can help with



learning and knowledge sharing and the acquisition, dissemination, and analysis of information and knowledge (Barhoumi, 2015).

Besides its effectiveness as tool in education, WhatsApp is basically a tool that help people to communicate (Urien et al., 2019). So it is essential to also understand how students interact and of course to understand the meaning (Su et al., 2005). People in speaking always expect what they say in communication can be understood by their speech partners where communication has an important role in everyday life to convey ideas, ideas, feelings, desires and experiences to others. The use of language in everyday life prioritizes success in communicating and using language especially English language that become an essential knowledge that needed to be studied by everyone.

People in speaking always expect know what they say in communication. Knowing the type of speech act is very important to understand to see the kind of speech act and its meaning and purpose behind the utterance (Sari & Utomo, 2020). In general communication carried out by speakers and speech partners cannot be separated from the context of the speech underlying a conversation, including speech acts performed by students. Speakers express their expressions or ideas to speech partners with different attitudes. This allows the emergence of various speech acts when interacting with the surrounding environment, which can be in the form of directive speech acts.

An equally important element of communication is conversation. The form of the conversation also varies. Conversations can be formed in formal and informal situations. Conversations in formal situations use a variety of official language and conversations in informal situations use a variety of casual language. Formal conversation refers to communication that occurs through official communication channels, in this case it can affect the effectiveness of communication. For example, communication between superiors and subordinates or vice versa. Meanwhile, informal communication in this case refers to communication that occurs without having to follow a formal line of communication

Speakers express their expressions or ideas to speech partners with different attitudes. This allows the emergence of various speech acts when interacting with the surrounding environment, which can be in the form of directive speech acts. When someone speaks, they are trying to influence the listener to act or do something in line with their wishes (Biatrik et al., 2020). So directive speech in this case is also considered important to be examine especially among the students. Student has many ways of expressing his thoughts and feelings which are commonly referred to as modus.

Besides the literatures above, none of the author best known has studied about the type of directive speech act among students during the pandemic time using WhatsApp

Video Call. Based on this phenomenon, the researchers are interested in examining the types of directive speech acts of the students' communication during the pandemic as an effort to foster and preserve language in pragmatic studies. It is considered that this topic needs to be raised and examined so this study can contribute to give new insight about directive speech act of students in non-formal conversations through WhatsApp in the era of Covid-19.

METHOD

This study used qualitative research design that use data taken from digital WhatsApp recording video from students of English literature 2017 & 2018, Universitas Islam Makassar. The study used purposive data sampling that convenient for the researcher. The students discussed three topics in the conversation namely, tuition fee, Covid activities and online learning. All of collected data then analyzed by using conversation analysis. In analyzing data, the first stage to be carried out was the data collection and second is data reduction. In data reduction researcher read and interpret the data collected from recorded observations by using Searle's approach. Finally, data is in presentation stage in which the research converts as the results of this study.

RESULTS & DISCUSSION

During the conversation through WhatsApp video call, students has communicated informally in various way. The conversation among students then analyzed to figure out the type of directive speech that they use by using Searle approach.

The results reveals that there were 5 directive speech acts according to Searle that found in the students' conversations as follow;

Table 1. Type of Directive Speech During the Students Conversation.

No	Type of Directive Speech	Frequency			Total
		Conversation 1	Conversation 2	Conversation 3	
1	Questions	20	17	19	56
2	Inviting	1	1	1	3
3	Prohibiting	1	2	-	3
4	Requirement	-	1	1	2
5	Advisory	1	2	7	10

It can be seen from the table that the type of directive speech that most uttered by the students is Question type followed by Advisory type. There are 56 utterances in Question type and 10 in advisory type. Meanwhile there are 3 utterance each in Inviting and Prohibiting type. And the last one is Requirement type that has 2 utterances in the students' conversation.

Questions

During the conversation, the students ask lots of question about the topics. Question its self is the understanding that the speaker asks the interlocuter to provide certain information.

The function of this action includes asking questions and interrogating.

In the following table shows the questions that students asked in the conversation as follow;

Table 2. Question Type of Directive Speech

No	Conversation Topic		
	Tuition Fee	COVID Activities	Online Learning
1	Are you in Makassar already?	Where are you? Pinrang?	How are you students?
2	When did you arrive?	When are you going to Makassar?	What are your activities this week?
3	How's everyone's grade?	What do you want to buy?	Where do you sleep at night?
4	What about him (student 3)?	Where should we go?	You also watch K-POP?
5	What about him (student 1)?	Where do people usually buy school accessories?	Can give me the film? The title?
6	Is everyone in Makassar already?	Where to go?	Are you watching Korean Movie?
7	Is the street closed?	Which way should we take If we want to go there?	What about you? (Student 6)?
8	What should we wear if we want go to Makassar?	Is there any health checking?	What do you prefer?
9	How's the health protocol there?	What do you want to buy?	What about you (student 4)?
10	No one go to campus?	Do you have something else to buy?	What do you think about that?
11	No one registered for short semester?	Where do you want to go after that?	Why you are so good at speaking?
12	Is it started already? Only 3 students?	Cinema. Is it open?	what should I do if I wanna be a good speaker ?"
13	OK, so what?	What's your activity during COVID?	what do you think about quarantine during online learning?
14	Why don't you agree with the tuition fee deduction?	Is that the only things you do?	can you teach me about that?
15	Why should you pay? What is it for?	Did you read any book?	can you help him to speak up like a native speaker?
16	Is worth it?	What do you want to see?	what's your question student 4?
17	We pay tuition fee for teaching, right?	What subtitle do you use?	can you teach me how to be a good speaker?
18	Do we use the room? Do we get internet support?	-	how about you Student 6?
19	How many times you show up in that group?	-	what do you prefer?
20	Is the subject score out already?	-	-

It can be seen that in three topics of conversation, students asked questions using ordinary questions and Veiled interrogative sentence. Ordinary question consists of 5 W + 1 H questions. There are two forms of questioning sentences, namely (1) ordinary question sentences and (2) veiled interrogative sentences. Ordinary question sentence is a question that usually starts with “what, who, why, how, where.” Meanwhile Veiled interrogative sentences are forms of sentences that have an interrogative form but have subtle meanings such as reprimanding, banning, arranging, etc. (Searle, 1975).

Inviting

Students also expressed Inviting type of directive speech during the conversations. It can be seen from the table below;

Table 3. Inviting Type of Directive Speech

No	Conversation Topic		
	Tuition Fee	COVID Activities	Online Learning
1	What about if we pay only the half?	Anyway, I want you to go with me when you are in Makassar.	Students 4, you are the first to answer

The sentences in table shows that students in three topics invited their friends to do certain things. For example, in Tuition Fee topic, student invited their friends about paying half for the tuition fee because of COVID force them to stay at home and not go to the campus. Even it starts with question, but it contains invitation in it. In other Covid Activities topic, one student invited his/her friend to go out. The word “*I want you to go with me*” indicates that he/she has an invitation for their friends. And the last topic, the teacher asked the student to answer a question. Inviting by definition means that the speaker commits to a proposed future action while also directing the hearer to participate in that course of action (Isaacs & Clark, 1990).

Requirement

The other type of directive speech that uttered by students during the conversation is Requirement type. The table below shows the utterances said by the students.

Table 4. Requirement Type of Directive Speech

No	Conversation Topic		
	Tuition Fee	COVID Activities	Online Learning
1	-	Let me know if you are in Makassar already.	please ask questions

The table above shows that students uttered requirement type of directive speech. It can be seen from the Covid Activities and online learning topic, *let me know if you are in Makassar* already indicates that the students require their friend to accompany them when

they are in Makassar. It implies that statement above contains requirement. Another evidence “please ask question” also indicates requirement. Requirement itself is an action that indicate that when uttering a speech, the speaker wants the interlocuter to perform the action. The speaker expresses the desire that his utterance in relation to the position above the interlocuter, is sufficient reason for the interlocuter to take action and the speaker expresses the intention for the speech partner to take action (at least in part) of the speaker's desire.

Prohibiting/Forbidding

Another type of directive speech uttered by students during the conversation through WhatsApp video call is Prohibiting or Forbidding. The table below shows that utterances said by the students as follow;

Table 5. Requirement Type of Directive Speech

No	Conversation Topic		
	Tuition Fee	COVID Activities	Online Learning
1	-	Don't go. Wait until the situation gets better.	-
2	-	Don't just watch random youtube.	-

The bolded words above are indicated as forbidding or prohibiting. It can be seen from the negative sentence “**Don't**” that implies avoiding of doing something that might endanger the speaker. Forbidding itself is Prohibition is an action that shows that when speaking an expression, the speaker forbids the interlocuter to take action. The speaker expresses the authority of trust that the utterances show sufficient reasons for the speech partner not to act. Speakers express the intention that the interlocuter does not take action because of the speaker's utterance. Basically, this action is an order or order so that the interlocuter does not do something. The functions of prohibitive actions include, prohibit and limit.

Advisories

The following table shows the conversation discussed by the students that is categorized as Advisories type of directive speech as follow;

Table 6. Advisories Type of Directive Speech

No	Conversation Topic		
	Tuition Fee	COVID Activities	Online Learning
1	Guys, be careful of COVID 19. Wear mask if you want to go out, and wash your hand.	If you can, find something that use English, so your vocabulary will not lose.	I prefer Hollywood movie than Korean movie because we can improve our English and increase ability in English especially speaking skill
2	-	Go watch English movie	if you just watching Korean is your time is lost.
3	-	-	you must to open the dictionary, podcast, a YouTube content.
4	-	-	If you want to improve your English, you have to learn about phrases "like and dislike" and you have to listen carefully.
5	-	-	I know you must join in telegram
6	-	-	If you ever hear unfamiliar words, you have to google what the meaning is.
7	-	-	if you just watching Korean your time is lose

The data above shows that one the type of directive speech that uttered by the students is Advisory type. It can be clearly seen that the most advisory utterances said in online learning topic. Students gave advise to each other about how to improve their English for example "*If you want to improve your English, you have to learn about phrases "like and dislike" and you have to listen carefully.*". Another utterance like "*If you ever hear unfamiliar words, you have to google what the meaning is.*" These expressions indicate advisory. Advisory its self is Advice is an act when saying an expression, the speaker advises the speech partner to take action. The speaker expresses the belief that there is a reason for the speech partner to take action and the speaker expresses the intention that the interlocuter takes the speaker's trust as a reason for him to take action. What the speaker expresses is a belief in a good action for the benefit of the interlocuter. The function of advisory actions includes advising and advising.

The all data in the tables above show that there are five types of directive speech used by the students. Those types of directive speech indicate their own function. The language function used is based on the purpose of communicating, different purposes will have different means of communication. The directive function allows to make requests, suggestions, persuade, convince and so on. Referential function is related to the ability to write and speak about the immediate environment and also about the language itself. The

imaginative function is the ability to be able to compose rhythms, poems, written or oral stories (Jacobs, 1989).

CONCLUSION

Based on the results of the research above it can be concluded that there are 5 types of directive speech acts found in the students' conversations via WhatsApp Video Call namely questioning, inviting, prohibiting/forbidding, requirement, and advisory. The results of data analysis in this study can be used as a reference for further research with the object of study regarding directive speech acts. This study is still imperfect and the scope of their discussion is very limited. So it is suggested that for further researchers to be able to further examine the directive speech acts used in student conversations in particular and in society in general.

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