

**MULTIPLE INTELLIGENCES AND DIRECTIVE SPEECH
ACTS OF THE FIFTH GRADE STUDENTS AT
SD AR-RAUDAH BANDAR LAMPUNG**

(A Thesis)

**By
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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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BANDAR LAMPUNG
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ABSTRACT

MULTIPLE INTELLIGENCES AND DIRECTIVE SPEECH ACTS OF THE FIFTH GRADE STUDENTS AT SD AR-RAUDAH BANDAR LAMPUNG

By:
Eka Anggia Rini

This research was intended to identify the multiple intelligences, analyze the directive speech acts in form of asking, request, order/command and suggestion associate between multiple intelligences and directive speech acts. The subjects of the study were the students at the fifth grade of SD Ar-Raudah Bandar Lampung. The total of the fifth grade students were 55 students. This study took 19 students as the subject of the research in getting the data of directive speech acts. The data were taken by using questionnaire, interview and role-play. The researcher found that interpersonal, visual-spatial, and musical intelligence can be identified at the fifth grade students of SD Ar-Raudah Bandar Lampung. The second results revealed that students produced asking (28%), request (30%), order/command (31%) and suggestion (11%). The result of directive speech acts were analyzed in form of illocutionary force and mood aspect (superiority, imposition, authority, speaker's benefit, listener's benefit and structural form). The third results showed that multiple intelligences plays an important role in constructing directive speech acts utterances. Multiple intelligences also make students used directive speech acts based on his/her preference.

Key words: *multiple intelligences, directive speech acts, pragmatics.*

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THE FIFTH GRADE STUDENTS AT SD AR-RAUDAH BANDAR
LAMPUNG**

**By:
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A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



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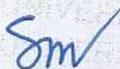
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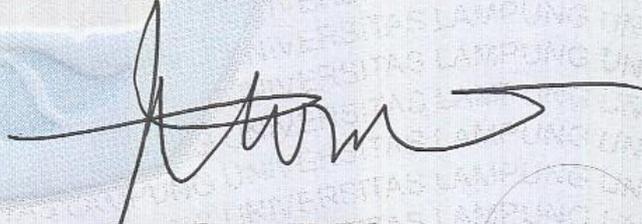
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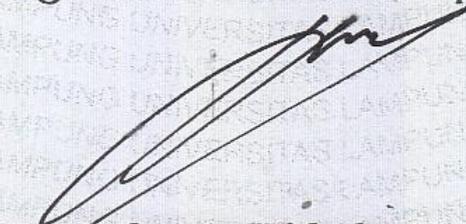
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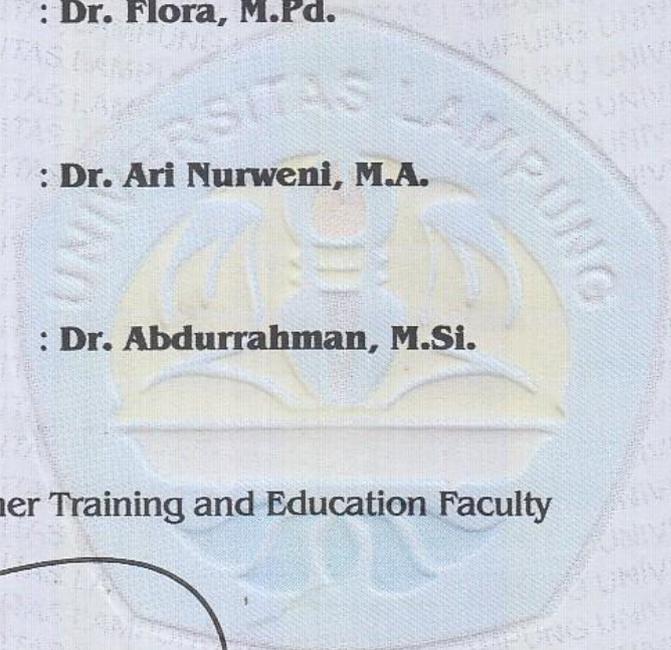
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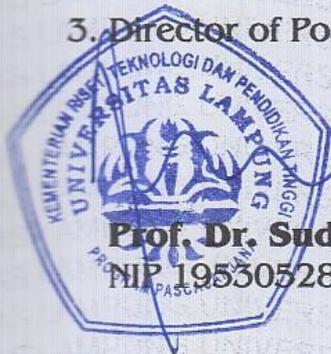
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CURRICULUM VITAE

The writer's name is Eka Anggia Rini. She was born on September 23rd, 1987 in Talang Padang. She is the first daughter of Suparman, S.P. and Masnudah, S.Pd. She is a wife of Irwan Saputra, S.H. She is a mom for two children, namely: Airin Almaira Wahyunissa and Ardana Alfarabi Muhyi.

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Dedication

I hereby dedicate this thesis for :

- ❖ My guardian man and my partner in life: Papa Irwan Saputra, S.H.
- ❖ My beloved daughter and son: Airin Almaira Wahyunissa and Ardana Alfarabi Muhyi.
- ❖ My all time favorite parent: Kakek Ayah Suparman, S.P. and Mama Nyanyah Masnudah, S.Pd.
- ❖ My Three Little Stars (Brothers): Fery Ferlangga, M. Agung Argian, Ilham Agta Imawan.
- ❖ My beloved Mother and father in law : Mbah Uti and Akung.
- ❖ My relatives especially: Cicik Ika Yulitha.
- ❖ My beloved comrades of MPBI first batch 2014

MOTTO

❖ **"The best of people are those that bring most benefit to the rest of mankind." (Tabarani, Sahih)**

❖ **Try, Pray and Result.**

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In the name of Allah SWT, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the writer could finish this thesis as one of the requirements for finishing Masteral Degree in English Language Teaching Study Program at University of Lampung. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

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Finally, this thesis is expected to be able to provide useful knowledge and information to the readers. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Bandar Lampung, June 22 2016

The Researcher

Eka Anggia Rini

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I. INTRODUCTION

This chapter describes the background which includes the reason for conducting the research and the importance of the study. This chapter also describes the formulation of the problem, objectives, uses, scope, and definition of key terms.

1.1 Background

Language is a tool for communication among people. Language has various functions. One of Language functions is pragmatic function. Pragmatic function consists of the use of narrative language and the use of active languages. Moreover, Active language means language in form of oral situation so that speaker can deliver the language by giving utterances. This pragmatic function more emphasis on the function of language to communicate in daily life in general. Conveying the purpose to speech partners, a speaker must be able to select and to use the appropriate language. Even very young children have to learn the pragmatics of language if they want to communicate effectively (Curtis and O'Hagan, 2005: 51-52).

The proper selection variety of language takes an important role in communication. In order to make an effective and politeness speech in communication process, usually we use the speech act that contains the meaning. Speech acts that have been proposed by Searle (1979: 12-16) according to function performed, classifies five classes of speech acts including assertives, directives, commissives, expressive, and declarative. They also belong to Illocutionary acts.

In applying some utterances we can utilize a variety of speech acts in order to make an interesting conversation and message to be easily understood for the speech partners (Melia, et. al, 2013: 293). Directives is a kind of speech act that often used by speakers in daily conversation. (Oktoberia, 2012: 2). In addition, Yule (1996:54) defines directives are those kinds of speech acts that speakers use to get someone else to do something.

Since students at the fifth grade are likely to be produced asking, request, order/command and suggestion, it made the researcher delimit the study about directive speech acts into four categories. Furthermore, the students at the fifth grade tend to explore the environment and have big curiosity of something. It assumes students will construct asking and request utterances. Students in the age of 10 or 11 years old have also greater authority in giving order/command. Suggestion utterances represent that students like to give suggestion to their friends. Those types of directive speech acts can be observed because the students from kindergarten until elementary school are very critical. This study more directly focuses on directive speech acts that produced by students based on seeing their Multiple Intelligences.

(Heo et. al, 2011: 733) claimed that language differentiation can affect the native language learning style and second language acquisition for young children (2-7 years old). Furthermore, Heo et. al (2011: 733) also assert that the language differentiation can be reviewed by multiple inner factors such as, personality, learning pattern, and inner characteristics. It means that there will be various speech acts from different students of elementary school. So, it will happen, if they have different Multiple Intelligences. Chatib (2015:17) asserts that multiple intelligence is the best solution to solve children's problem. It also appreciates all the individual potential. Multiple intelligences can be defined as the ability of people to understand every things in the world by their own way and from the ninth intelligences there will be one dominant intelligence.

Gardner as the father of multiple intelligence (1983: 6) said that humans individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. All human beings apply these intelligences to solve problems, invent processes, and create things. According to multiple intelligences theory, is being able to apply one or more of the intelligences in ways that are valued by a community or culture. Gardner described seven different types of intelligence in his first book on 1983. Later he added an eighth intelligence, and has suggested two others that are still being explored (Gardner, 1999). In his later book (Gardner, 1999: 4) he proposed three additional intelligences namely: Naturalist, Spiritual, and Existential. Existential is almost similar with spritual therefore there are nine intelligences officially.

On the other hand, individual differences in second language learning is study about why some people learn a second language better than others. There

are eight characteristics have shown to affect the language learning: intelligence, aptitude, learning styles, personality, motivation and attitudes, identity and ethnic group affiliation, learner beliefs, and age of acquisition and the Critical Period Hypothesis. Below, two previous studies who have already examined about individual difference factors and speech acts. Both are Taguchi (2013) and Shimura (2003). Firstly, Taguchi (2013: 1) examined the effects of individual differences factors on changing pragmatic abilities among L2 learners of English. Then, Shimura (2003: 27) explained how personality traits correlate preferred advice giving styles.

Shimura (2003), Taguchi (2013) and Rodriguez-Brown .et.al (1987) did not put intelligence as a topic of their research. It reinforces the notion of multiple intelligences can affect the students productions of directive speech acts since multiple intelligences is one of the individual difference factors. In the previous explanation above, Yi-an (2010) also focused on language performance. Most of them (Shimura, Taguchi and Yi-an) have similarity in doing their research, they focused on adult learners. In this research, the writer will focus on students of elementary school which belong to young learners or children period.

Eventhough, Rodriguez-Brown et.al (1987: 2) had investigated the use of question and directive speech acts by bilingual children of variable relative proficiency in Spanish and English. He claimed (p.26) personality factors seemed to affect the number and types of directives used by some children. Again as mentioned in the previous research that intelligence was included in language differentiation factors. It assumes that there will be an association between

multiple intelligences with the way students deliver their directive speech acts (asking, request, order/command, suggestion).

1.2 Research Questions

Based on the background of the research above, the researcher focuses on:

1. What types of multiple intelligences can be identified at the fifth grade students of SD Ar-Raudah Bandar Lampung?
2. What directive speech acts are produced by students at the fifth grade of SD Ar-Raudah Bandar Lampung?
3. Is there any association between directive speech acts and multiple intelligences at the fifth grade students of SD Ar-Raudah Bandar Lampung?

1.3 Objectives

Based on the formulation above, the main focus of this research are :

1. To classify types of multiple intelligences that can be identified at fifth grade students of SD Ar-Raudah Bandar Lampung.
2. To explore directive speech acts which are produced by the students at the fifth grade of SD Ar-Raudah Bandar Lampung.
3. To find out whether there is an association between directive speech acts and multiple intelligences at the fifth grade students of SD Ar-Raudah Bandar Lampung.

1.4 Uses

There are two uses, such as theoretical use and practical use:

- Theoretically, as information to English teacher that multiple intelligences can be a consideration to distinguish directive speech acts at the students of elementary school. For students, This research gives more understanding to the students about directive speech acts utterances, especially asking, request, order/command and suggestion.
- Practically, as an alternative way of students to communicate by using directive speech acts appropriately to their interlocutors. For another researchers, This study is hoped to enrich knowledge and can be used by another researchers to analyze directive utterances, especially asking, request, order/command and suggestion

1.5 Scope

The research was conducted at SD Ar-Raudah Bandar Lampung. The subject of the research is the fifth grade students of Elementary School. The researcher examined data through videotaping, audio recording, photographing, classroom observation, and follow-up interview. When the entire student-led discussion in a group by using three topics as a setting to elicit the data, the researcher used video recorder. In the meantime, the researcher observed the whole class and keep field notes. Before those steps, the students were tested by using multiple intelligences Questionnaire. Then, researcher can analyze the students' directive speech acts produced based on multiple intelligences by fifth grade students at SD Ar-Raudah

Bandar Lampung. In this research, the researcher delimited in finding directive speech acts (asking, request, order/command and suggestion).

Definition of Key Terms

There are four key terms to define as variables in this research, such as:

- Speech acts can be defined as a psychological ability of the speaker in linguistics by conveying utterances based on the context.
- Directives Speech Acts are speech acts of speaker wants hearer to do something.
- Multiple intelligences can be defined as the ability of people to understand everything in the world by their own way and from the ninth intelligences there will be one dominant intelligence.
- Elementary School is defined as a period of formal education following pre-school but before high school. It usually encompasses grades 1-6 and student learns basic skills in areas such as reading, writing and math.

II. LITERATURE REVIEW

This chapter will describe the concepts which are related to the research, such as concept of speech acts, concept of illocutionary acts, concept of directive speech acts, and concept of multiple intelligences. This literature will provide the framework for the present study.

2.1 Speech Acts

There are all sorts of things we can do with words. We can make statements, requests, ask questions, give orders, make promises, give thanks, offer apologies, and so on. In his famous work, *How to do things with Words* (1962), Austin outlined his Theory of Speech Acts and the concept of performative language. Austin for instance writes:

What are we to call a sentence or an utterance of this type? I propose to call it a *performative sentence* or a performative utterance, or, for short, 'a performative'. The term 'performative' will be used in a variety of cognate ways and constructions, much as the term 'imperative' is. The name is derived, of course, from 'perform', the usual verb with the noun 'action': it indicates that the issuing of the utterance is the performing of an action (Austin, 1962: 6)

In other words, Wardaugh (2015: 249) defines that in using performative utterance a person is just not saying something but is actually do something. Searle (1969: 16) hypothesized speaking a language is performing speech acts, acts such as making statements, giving commands, asking questions or making

promises. More precisely, Searle (1969) defines that the production or issuance of acts (of certain kinds to be explained later) are the basic or minimal units of linguistic communication. (p.16)

In his famous work, *How to do Things with Words* (1962) Austin described three characteristics, or acts, of statements that begin with the building blocks of words and end with the effects those words have on an audience. Locutionary acts: “roughly equivalent to uttering a certain sentence with a certain ‘meaning’ in the traditional sense.” Illocutionary acts: “such as informing, ordering, warning, etc., i.e. utterances which have a certain (conventional) force.” Perlocutionary acts: “what we bring about or achieve by saying something, such as convincing, persuading, deterring or surprising”. Austin focused on illocutionary acts, maintaining that here we might find the “force” of a statement and demonstrate its performative nature. For example, to say “Don’t run with scissors” has the force of a warning when spoken in a certain context. This utterance may also be stated in an explicitly performative way, e.g., “I warn you, don’t run with scissors.” This statement is neither true nor false. It creates a warning. By hearing the statement, and understanding it as a warning, the hearer is warned, which is not to say that s/he must or will act in any particular way regarding the warning. Austin maintained that once “we realize that what we have to study is not the sentence but the issuing of an utterance in a speech situation, there can hardly be any longer a possibility of not seeing that stating is performing an act”. This conclusion expresses his belief that studying words or sentences (locutionary acts) outside of a social context tells us little about communication (illocutionary acts) or its effect on an audience (perlocutionary acts).

2.2 Illocution

Illocution or Illocutionary act is the second act type based on the Austin categorized the speech act. It is the utterance that the speaker says to hearer in the context. This utterance has a certain or convention force; performing act in saying something. For example, a speaker says, "I feel hot in this room", then, the hearer will turn on the fan or the AC. It has the implicit meaning of requesting. This phenomenon is often found in our daily life. In addition, what the speaker intends to perform is known as illocutionary force and sometimes it seems to be complicated because it is something different from what the speaker says orally and it relies on the context of situation.

Searle (1979: 12-16) in the next development made a popular classification of illocutionary act as follows:

1. Assertive

Assertive class is to commit the speaker (in varying degrees) to something's being the case, to the truth of the expressed proposition (Searle, 1979: 12). e.g. *affirm, believe, conclude, deny, and report*. Here is the example:

- *I inform you that our government makes a wrong policy forrising up the cost of oil."*

2. Directives

The illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the

speaker to get the hearer to do something (Searle, 1979: 13) e.g. *ask*, *challenge*, *command*, *insist*, and *request*. Here is the example:

- *Can you reach the salt for me?*

3. Commissive

Commissives then are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. (Searle, 1979: 14) e.g. *guarantee*, *pledge*, *promise*, *swear*, and *flow*. The following is the example of commissive utterance:

- *I promise to do what ever it takes.*

4. Expressive

The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content (Searle, 1979: 15)

The speaker expresses an attitude about a state of affairs, e.g. *apologize*, *deplore*, *congratulate*, *thank*, and *welcome*. Here is the sample sentence of Expressive:

- *That is very kind of you for helping me finishing this job, Thank you very much.*

5. Declarative

Declarations bring about some alteration in the status or condition of the referred to object or objects solely in virtue of the fact that the

declaration has been successfully performed (Searle, 1979: 17). The speaker changes the external status or condition of an object or situation solely by making the utterance, e.g. *I resign, I baptize, you're fired,* and *War is hereby declared.* The example of this illocutionary act of utterance sometimes can be found in a wedding ceremony:

- *I hereby declare you husband and wife.*

2.3 Directive Speech Acts

Directive speech acts according to Searle (1979: 13) asserts that the illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something. In addition, Yule (1996: 54) added that speakers express what they want. They are commands, orders, requests, and suggestions.

Example: *Give me a cup of coffee. Make it Black.*

The utterance above shows that the speaker intends the addressee to make a cup of coffee. It can be categorized as directive speech act as a command or request because of the first word used in the sentence, which is an imperative word. According to Vanderveken (1990:189) the Directive Illocutionary Act contains: *direct, request, ask, question, inquire, interrogate, urge, encourage, discourage, solicit, appeal, petition, invite, convene, convoke, beg, supplicate, beseech, implore, entreat, conjure, pray, insist, tell, instruct, demand, require, claim, order, command, dictate, prescribe, enjoin, adjure, exorcise, forbid, prohibit, interdict, proscribe, commission, charge, suggest, propose, warn,*

advice, caution, alert, alarm, recommend, permit, allow, authorize, consent, invoke, imprecate, and intercede. Since students at the fifth grade are likely to be produced asking, request, order/command and suggestion, it made the researcher delimit the study into four categories. Furthermore, the students at the fifth grade tend to explore the environment and have big curiosity of something. It assumes that the students will construct asking and request utterances. Students in the age of 10 or 11 years old have also greater authority in giving order/command. Suggestion represent that students like to give suggestion to their friends. Those types of directive speech acts can be observed because the students from kindergarten until elementary school are very critical.

Those acts can be seen in these sentences.

2.3.1 Asking

According to Vanderveken (1990: 190) "Ask" has two distinct directives uses. One can ask someone to do something or ask him question (e.g. "ask whether", "ask why", "ask whom"). In the first use, "ask" names the same illocutionary force as "request". To ask or to request that someone does *P* (Propositional Content) is the same thing. In the second use, to ask a question is to request the hearer to perform a future speech act that would give the original speaker a correct answer to his question (special propositional content condition). The logical form of an answer to a question is determined by the propositional content of that question, and need not be an assertion. Thus, for example, the question "Is John in Paris?" expects an assertion or a denial that John is in Paris as possible

answers. On the other hand, the question "Do you promise to come?" expects a promise or the denegation of a promise.

2.3.2 Request

A request is the utterances that express the speaker's want that the addressee to do or refrain from doing (Kreidler, 1998: 190). In addition, Trosborg (1995: 187) request is an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he/ she wants the requestee to perform an act which is for the benefit of the speaker.

For example : "*Could you tell her Archer's here and I've got the story she wants.*"

The phrase *could you* shows the act requesting

2.3.3 Order and Command

Both order and command means giving direction to the hearer. Command and order end with a period (.) or an exclamation mark (!). Command denotes greater authority and formality than order, though both denote authority. Kreidler (1998: 190) states that "a command is effective only if the speaker has some degrees of control over the actions of the addressee. In addition, Vanderveken (1990: 194) explains the difference between order and telling is that the former is much stronger and this strength comes from the speaker's being in a position of any kind of power (greater physical strength, for example). Unlike an order, a command requires authority or at least institutionalized power. Thus, to give an order

is to demand of the hearer that he do something while invoking a position of authority or a power over him (special mode of achievement), while to issue a command is just to give an order from a position of authority.

a. Order

The examples of order :

- Over there!
- All of you can enter the entrance.

b. Command

Th examples of command :

- Get out of the car! Said the policeman
- I command you to get out of the car.

2.3.4 Suggestion

According to Kreidler (1998: 191) suggestion defines as the utterances used by the speaker to give his opinion to the addressee as to what the addressee should or should not do. Martinez-Flor (2005: 179) also defines a suggestion is an utterance that the speaker intends the hearer to perceive as a directive to do something that will be to the *hearer 's benefit*.

In the directive sense, according to Vandervaken (1990: 195) to suggest is just to make a weak attempt to get someone to do something.

2.4 Mood and Force

There are 4 aspects that can be appeared in directive speech acts. They are direct and indirect speech act, explicit and implicit performative utterance, literal

and non literal speech acts, and moods of speech acts. Here, the researcher will see from the mood aspects and illocutionary force.

2.4.1 Mood

According to Shopen (2007: 315) mood or modality is about alternatives how we come to know and speak about the world, how the world came to be as it is, whether it might be other than it is, what needs to be done to the world to make it what we want.

Mood aspect belongs to three major sentences which are declarative, interrogative, and imperative sentences. Shopen (2007: 316) added exclamation sentence to the mood type. Below here are the definitions and the examples for each sentence:

a. Declarative Sentence

Declarative sentences according to Shopen (2007: 284) are conventionally and typically used for speech acts such as claiming, stating, but also accusing, criticizing, promising, and guaranteeing, reporting, complaining and bragging, but also acts of predicting and promising. Below here is the example of declarative sentence. Declarative sentences can be used for representative, declarative, commissive, expressive, and directive speech act.

Example: *David plays the piano.*

From the example above, the sentence is a declarative sentence because the sentence ends with a period or full stop. Murar et. al (2011: 10) also defines normally end in a period or full stop are uttered in a falling tone. The speaker

states and shows the function of speech act as conveying information and making statements.

Flora (2016: 27) also classifies the declarative sentences into four classification, namely: asking the addressee' to agree with his utterance, stating agreement with the addressee' utterances, stating disagreement with the addressee' utterances, and requesting confirmation.

b. Interrogative Sentences

According to Shopen (2007: 291), interrogative sentences are conventionally associated with the speech act of requesting information, asking questions, introducing deliberations, etc. Interrogative sentence here can be used for directive speech act.

Example: *Can you tell me where the museum is?*

The example above is an interrogative sentence because the sentence ends with a question mark. The speaker shows the function of speech act of requesting information through the utterance that he speaks.

c. Imperative Sentences

Imperative sentences according to Shopen (2007: 303) is reserved for sentence types expressing such speech acts when they are directed to addressees in the narrow sense of the word (second person). For imperative sentence, it can be used for directive speech act.

Example: *Close the window!*

The example above is an imperative sentence because the sentence ends with an exclamation mark and its function is to get the hearer to do something. The speaker wants the hearer to do what the speaker says.

d. Exclamation Sentences

Exclamations convey the speaker's surprise that some present situation is remarkable and thus seem to be used as expressive speech acts of a type not included in Searle's typology. These exclamation sentences can be used for delivering expressive speech act.

Example: *Wow, this is great!*

Though the example above ends with an exclamation mark, it does not mean that the sentence is an imperative sentence because the function of the utterance is different. The speaker wants to express his or her feeling because he or she thinks that the present situation is remarkable.

2.4.2 Illocutionary Force

Besides the mood aspect or structural analysis, the researcher will analyze the data based on the illocutionary force. According to Mauri (2008: 40) Illocutionary force of an utterance is the speaker's intention in producing that utterance and this intention distinguishes a specific illocutionary act. An illocutionary force is uniquely determined once its illocutionary point, its preparatory conditions, the mode of achievement of its illocutionary point, the degree of strength of its illocutionary point, its propositional content conditions, its sincerity conditions, and the degree of strength of its sincerity conditions are

specified (Searle & Vanderveken, 1985: 126). The features are (Searle & Vanderveken, 1985: 120-25) :

1. Illocutionary point
2. Degree of strength of the illocutionary point
3. Mode of achievement
4. Propositional content conditions
5. Preparatory conditions
6. Sincerity conditions
7. Degree of strength of the sincerity conditions

2.5 Multiple Intelligences

For decades, theories and tests of intelligence have been based on the products of reasoning and problem solving task. The processing of the reasoning task and the way cognitive factors interact with skills have not received as much attention. Howard Gardner first introduced his M1 theory in (1983: 6) through his book *Frames of Mind*. Gardner stated, "I believe that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call *intelligences*". Gardner (2005: 9) also concluded that, in particular, " I am trying to make the case that we have a multiplicity of intelligences, each relatively independent of the others. This statement accounts for the different ways people think and act. It also acknowledges that everyone has various levels of strengths and weaknesses in each area of intelligence.

According to Gardner (2005: 6) intelligence is a biopsychological information-processing capacity to solve problems or fashion products that are

valued in at least one community and culture. In other words, an intelligence is a computational capacity-a capacity to process a certain kind of information- that originates in human biology and human psychology.(Gardner, 1983: 6)

Throughout the Project Zero study, Gardner questioned the existence of a single intelligence and began to investigate the possibility of several specialized intelligences. When he introduced the theory of MI, Gardner identified the existence of seven distinct intelligences: spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, intrapersonal, and interpersonal. It was not until the 1990s that he added two intelligences, they are naturalist and existential intelligence. (Gardner, 1999: 47).

During his research with project zero, Gardner reviewed his first studies:

For the first ten years of my professional career, I studied how the mind develops in children and how it breaks down under condition of brain damage. (Gardner, 2005:3)

It means that children and students can develop his/her intelligence even though his/her brain get damaged conditions.

It is useful for a teacher to implement the theory of MI in his/her classroom, he/she must first understand the nine intelligences. Once a teacher understands the nine intelligences, they will be able to perform the next step, which is identifying the intelligence strengths of their students. The teacher can then target those specific intelligences and teach new materials using those intelligence strengths. Studies have shown that teaching to students' strengths using MI has many benefits, including meeting students' learning needs and engaging students, which can lead to higher student achievement.

2.5.1 Linguistic intelligence

The linguistic intelligence is the capacity to understand written and spoken language. Thus, students with a strong linguistic intelligence learn through language. Authors, poets, journalists, speakers, and newscasters exhibit high degrees of linguistic intelligence (Dickinson, 1996: xvi). Books are important to the linguistic learner; they thrive on using words, reading, and telling stories.

2.5.2 Logical-mathematical intelligence

The logical-mathematical intelligence is the capacity to understand logic and numeric operations. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing. (Armstrong, 2009: 6).

2.5.3 Visual-Spatial intelligence

The spatial intelligence is the capacity to form mental imagery of the world—the large world of the aviator or navigator, or the more local world of the chess player or the surgeon and to manipulate those mental images (Gardner, 2005: 8). According to Armstrong (2009: 7), students with this intelligence strength learn best by using a color, line, shape, form, space, and the relationships that exist between these elements. Activities such as drawing, using maps, and solving puzzles allow these students to demonstrate their strengths.

2.5.4 Bodily-Kinesthetic intelligence

The bodily-kinesthetic intelligence is the capacity to solve problems or fashion products using your whole body, or parts of your body, like your hands or mouth" (Gardner, 2005: 8). Students with a strong bodily-kinesthetic intelligence have excellent hand-eye coordination. Activities in which these learners do well include: role-playing, drama, movement, building things sports and physical games, tactile experiences, hands-on learning (Armstrong, 2009: 33).

2.5.5 Musical intelligence

The musical intelligence is "the capacity to create, perform, and appreciate music" (Gardner, 2005: 7). Students with this intelligence strength understand musical concepts and learn well through songs, rhythms, chants, and poetry.

2.5.6 Interpersonal intelligence

The interpersonal intelligence involves the understanding of other persons, how to interact with them, how to motivate them, how to understand their personalities, etc (Gardner, 2005:7). They have a strong sense of community and work well with others. Interpersonal activities include: cooperative learning, peer tutoring, community involvement, social gatherings, simulations (Armstrong, 2009: 59).

2.5.7 Intrapersonal intelligence

The intrapersonal intelligence is the "capacity to understand oneself" (Gardner, 2005: 8). Students with this intelligence strength have a strong sense of

self and do well working alone. They are in touch with their own feelings and are good at reflection. Activities an intrapersonal learner would enjoy : setting goals, meditating, dreaming, planning, reflecting. (Armstrong, 2009: 33).

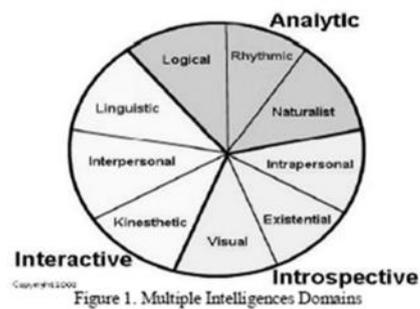
2.5.8 Naturalist intelligence

A naturalist demonstrates expertise in the recognition and classification of the numerous species (the flora and fauna) of his or her environment (Gardner, 48: 1999). Students with this intelligence strength enjoy being outdoors, exploring, and learning about plants and natural events.

2.5.9 Existential intelligence

Gardner (2005: 9) called existential as 'intelligence of big questions'. When children ask about the size of the universe, when adults ponder death, love, conflict, the future of the planet, they are engaging in existential issues. Existential intelligence includes aesthetic, philosophy, and religion and emphasizes the classical values of beauty, truth and goodness. Those with a strong existential intelligence have the ability to summarize and synthesize ideas from across a broad unit of study.

According to McKenzie: 2002 (cited in Maftoon and Sarem in 2012: p. 1237) multiple intelligences consist of three domains: the analytical, introspective and interactive domains.



What follows is a presentation of each domain and its sub-branches in details.

a. The Analytical Domain

According to McKenzie: 2002 (cited in Maftoon and Sarem in 2012: p. 1237), the analytic domain consists of the logical, musical and naturalist intelligences. These are the intelligences that promote analysis of knowledge that is presented to the learner. These three intelligences are considered analytic because they promote the processes of analyzing and incorporating data into existing schema, even though they may have other components. The analytical intelligences are by their nature heuristic processes.

b. The Interactive Domain

McKenzie: 2002 (cited in Maftoon and Sarem in 2012: p. 1237) indicates that the interactive domain consists of the linguistic, interpersonal and kinesthetic intelligences. These are the intelligences that learners typically employ to express themselves and explore their environment. These three intelligences are regarded as interactive because they typically invite and encourage interaction to achieve understanding. Even if a student completes a task individually, s/he must consider others through the way s/he writes, creates, constructs and makes conclusion. The

interactive intelligences are by their nature social processes (McKenzie, 2002) in Maftoon and Sarem (2012: 1237).

c. The Introspective Domain

The introspective domain consists of existential, intrapersonal, and visual intelligences. These are the intelligences that have a distinctly affective component to them. These intelligences are characterized as introspective because they require an inward-looking by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning. The introspective intelligences are by their nature affective processes (McKenzie, 2002) in Maftoon and Sarem (2012: 1237).

These domain classification indicates that intelligence consists of different constructs supporting the idea of Gardner and his colleagues that there are different types of intelligences.

2.7 Directive Speech Acts and Personality

A link between individuals' personality traits and their communications has been previously investigated (e.g., Chung & Pennebaker, 2007:343 ; Tausczik & Pennebaker, 2010: 37), but determining the correlation between communication patterns and personality dimensions automatically and at large scales (without human-coding) is a remaining challenge. Chung & Pennebaker (2007: 355) concluded that the words we use in natural language reflect our thoughts and feelings in often unpredictable ways. Furthermore, Tausczik & Pennebaker (2010: 37) have summarized some of the LIWC dimensions that reflect language

correlates of attentional focus, emotional state, social relationship, thinking styles, and individual differences.

In modern language teaching today, relating individually with the students on academic basis and trying to learn more about the student profile provides further advantages for the language learner and the teacher to meet the program goals and objectives. Here, the personality of the student appears to be in the core of the issue. According to Cook (2013: 8) "There are three main reasons for being interested in personality." "The first is to change people, the second is to access people and the third is to gain scientific understanding." For Cook (2013: 8), the second and the third are applied. Next, the first one is theoretical. Regarding to the second reason of Cook (2013: 8) is to access people, it means that various ways of students in delivering directive speech acts can be analyzed through multiple intelligences.

The way people communicate verbally, visually, or via text is indicative of personality traits. Allport (1937: 48) in Rothbart et al. (2000: 123) defined personality as the dynamic organization within the individual of those psychophysical that determine his unique adjustment to his environment. This definition supports the study of common traits with trait defined by Allport (1961: 347) as a "neuropsychic structure having the capacity to render many stimuli functionally equivalent and to initiate and guide equivalent (meaningfully consistent) forms of adaptive and expressive behavior" (cited in Rothbart et al., 2000: 123). Allport (1937) in Rothbart et al. (2000: 123) further put forward two primary goals for personality research : the identification of individual differences and the explication of the psychological processes underlying those differences.

On the other hand, individual differences in second language learning is study about why some people learn a second language better than others. There are eight characteristics have shown to affect the language learning: intelligence, aptitude, learning styles, personality, motivation and attitudes, identity and ethnic group affiliation, learner beliefs, and age of acquisition and the Critical Period Hypothesis. Taguchi (2013: 1) investigated individual differences and speech acts (request and opinion). While, Shimura (2003: 27) have already examined personal traits and speech acts in giving advice.

Taguchi (2013: 1) examined the effects of individual differences factors on changing pragmatic abilities among L2 learners of English. Participants were 48 Japanese EFL students in an English-medium university in Japan. They completed a pragmatic speaking test ($k=12$) that assessed their ability to produce two speech acts: requests and opinions, in high- and low-imposition situations. The measure was given three times during one academic year. Speech acts were evaluated for appropriateness and fluency. In his research Taguchi delimited the factors into Three ID factors (proficiency, orientation towards English study, and lexical access skill). Those factors were measured to see the effect on changing the appropriateness and assessed the fluency of speech act production. Results revealed significant effects of individual factors on pragmatic change, but the effects appeared differently between appropriateness and fluency.

Very few studies have examined the effect of personality in pragmatic competence. Shimura (2003: 27) examined the relationship between personality and pragmatic competence in the speech act of advise-giving. His study explores how personality traits correlate with preferred advice giving styles. The

participants were Japanese university students enrolled in compulsory English classes at a university in the Kanto area. They were first-year and second-year university students in the 2001-2002 academic year and were 18 or 19 years old. In taking the data he used MBTI, it determines preferences in personality tendencies on four dichotomous continua: Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving. Combinations of these preferences lead to sixteen distinct personality types. It usually uses for counseling, career development in schools and personal management in enterprises. An analysis of a survey population of 70 Japanese university students shows that the Myers-Briggs Type Indicator (MBTI) scores partially correlate with the students' personality types and styles of giving advice in English. The MBTI result made those who are introverts used advice that was more direct than those who are extroverts in the third piece of advice-giving. However, for the first two pieces of advice there were no significant differences statistically. This indicates that these two personality types performed the same at first, and they started acting according to their personality type as they kept giving advice. It is assumed the participants have preferred ways to give advice regardless of their personalities; however, giving advice more than once in succession leads to their using ways of giving advice more strongly related to their personalities. Furthermore, using various situations for giving advice, such as planning a party or passing an entrance exam for a university, would help obtain more details on acts of advice and effects of personality types. Linguistic strategies were analyzed according to three response categories: direct, hedged, and indirect advice. There

was a significant effect of personality on the choice of strategies: introversion types used more direct expressions than extroversion types.

Furthermore, Rodriguez-Brown .et.al (1987: 2) had investigated the use of questions and directives by bilingual children of variable relative proficiency in Spanish and English. The subjects of the study were six third graders (four girls, two boys). The results of the study show that these children use the same types of questions and directives as those used by English monolingual adults and children, as demonstrated in previous studies. Questions and directives occur more frequently in the language in which the children are more proficient. Some types of questions, such as rhetorical questions, are used only by proficient speakers of a language. Personality factors seem to affect the number and types of directives used by some children. Other factors such as the context of the interaction, the social situation and audience influence the number and type of these speech acts used.

Regarding to the explanation above, personality plays important role in conveying directive speech acts. In this case, Multiple Intelligences will be the main point of the study.

2.8 Directive Speech Acts and Multiple Intelligences

Yi-an (2010: 18) worked on Multiple Intelligences (MI) and foreign language learning to find the role of MI in language learning behavior and performance. He emphasized that multiple intelligence plays an important role in foreign language learning, including student's learning behavior and English performance. In particular, Musical intelligence, Intrapersonal intelligence, and

Interpersonal intelligence are strongly related to students' learning behavior, while Musical intelligence, Linguistic/verbal intelligence and Visual/spatial intelligence are good predictors of English performance. He also gave three implications derive from the findings. They are; firstly, Intelligences are crucial in effective learning, afterwards, students should be aware of their individual intelligences, should be encouraged to appreciate their strengths (i.e. musical intelligence, intrapersonal intelligence, and interpersonal intelligence) and improve their weakness (i.e. logical intelligence, verbal intelligence, and naturalist intelligence) to lead to a more successful learning, the last implication is, teachers should take students' individual differences into consideration when designing curriculum, instruction, and assessment to provide more potential ways for a balanced attention on diverse learners to an individualized learning environment.

Multiple intelligences can be defined as the ability of people to understand everything in the world by their own way and from the ninth intelligences there will be one dominant intelligence. Although linguistic intelligence is the major ability of people in terms of linguistics, other intelligences will contribute various directive speech acts. Since directive speech acts can also be affected by the context and who speaks to whom. Thus, there will be association between directive speech acts and multiple intelligences. There are some assumptions by associating multiple intelligences and directive speech acts, firstly Linguistic can use four categories since they have mastered in language. Interpersonal intelligence can use command/order category. Logical-mathematical, Intrapersonal, and existential can convey asking and request category. Musical intelligence, Intrapersonal intelligence, and Interpersonal intelligence use asking

and request category. Musical intelligence, Linguistic intelligence, and Visual/spatial intelligence are good predictors of English performance. Predictor means they have good ability in giving suggestion and command/order. Musical, Bodily-Kinesthetic, and Naturalist Intelligence belong to intelligences that related to the talent or hobby. Therefore, it can be assumed that students will use request and command/order.

2.9 Theoretical Framework

Students with linguistic intelligence might have a good mastery in four categories of directive speech acts since they are good at mastering language. Students with interpersonal intelligence have strong sense of community and work well with others. It is possible, students who belong to this term will use suggestion directive speech acts as they like to share ideas with their partner. In addition, they can use command/order category. Logical-mathematical, intrapersonal, and existential can be categorized introvert personality so that based on Shimura's study, they used directive speech acts in form of suggestion. These three Intelligences have good concepts in specific ways. First, logical mathematical is *math smart*. Then, intrapersonal belongs to *self smart*. The third, Existential or *wandering smart* has the capacity to think about some questions and concepts of an idea, they will also use asking and request category. In addition, musical intelligence, intrapersonal intelligence, and interpersonal intelligence are strongly related to students' learning behavior. Therefore, it can be assumed that they will also use asking and request category. Musical Intelligence, linguistic intelligence, intrapersonal intelligence and interpersonal

intelligence have good ability in giving suggestion and command/order. Musical, bodily-kinesthetic, and naturalist intelligence belong to intelligences that are related to the talent or hobby. Thus, it can be assumed that students will use request and command/order. Researcher gives the assumptions by seeing the characteristics of every intelligence. The researcher summarizes the theoretical framework into the table below!

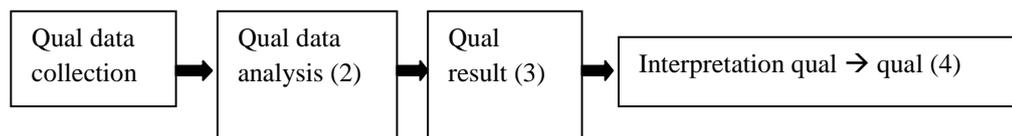
No	Multiple Intelligences	Asking	Request	Order/Command	Suggestion
1	Linguistic				
2	Logical-mathematical				
3	Visual-spatial				
4	Bodily-kinesthetic				
5	Musical				
6	Interpersonal				
7	Intrapersonal				
8	Naturalist				
9	Existential				

III. RESEARCH METHOD

This chapter described research design, how to collect the data from the subject of the research, how to elicit the data and how to analyze the data. It also described data collecting technique, data triangulation and research procedures.

3.1 Research Design

The data of this research was explored by using qualitative research. In the first meeting, the research began by giving multiple intelligences questionnaire to know the type of students' intelligence. Afterwards, researcher explored the directive speech acts that had been produced by the students based on their own multiple intelligences in form of role play. In this stage, the data was explored by taking the video of the students' utterances in group task. Having gained some data, the researcher associated the forms of directive speech acts used by the students with the multiple intelligences.



3.2 Subject

The subject of this research was students of the fifth grade at SD Ar-Raudah. SD Ar-Raudah is islamic school that get used to using English in the classroom as a foreign language learner. The researcher's consideration to take fifth grade as subject of the research is they can be classified as highest level of English ability among third grade and fourth grade. Researcher explored the directive speech acts utterances of the students deeply. The fifth grade consists of three classes, so that the researcher chose one of them which can be appropriate to be a subject of the research. They were Jabbir Bin Hayyan, Al-Kalasadi and Al-Ghazali. Those three classes were given by the multiple intelligences questionnaire to choose subject of the research. Finally, researcher took Jabbir Bin Hayyan (V.A) as a subject which fullfill the criterion. The criterion was the Multiple Intelligences must be complete and dominant as individual intelligence of students.

3.3 Data Elicitation Technique

The researcher observed the class, gave the students multiple intelligences questionnaire to differentiate them based on their intelligences, interviewed the students if the students' result of multiple intelligences questionnaire have two or three similar intelligences, wrote field notes and took video/audio recording during learning process.

The data of the students' multiple intelligences were taken by giving the students multiple intelligences questionnaire (see Appendix. 1). It is adopted from two sources. Firstly, it was recommended by Armstrong (2009: 35). To see the detail questionnaire, it is enclosed on the appendix. This questionnaire did not contain elements from the Existential intelligence. Secondly, it was adopted from <http://edprodevelopment.com/wp-content/uploads/Student-MI-Survey.doc>. It provided additional intelligences by Gardner (1999: 47), they are naturalist and existential intelligence. Since, the subjects were students of elementary school, the researcher transformed the multiple intelligences test into Indonesian language. When preparing the questions for the questionnaire, the researcher asked her friend who is capable in English to check the result of translation. Based on the students' level, the researcher considered the types of the questions in order to make the questionnaire work appropriately. Then, there was an interview to analyze the result of the multiple intelligences (Appendix 1). For example, if student A got the similar result for two types of multiple intelligences, they are intrapersonal and naturalist, the researcher only asked the students with two types of the intelligences (see questions number 4 and 8 below). Or, if student B got same score in three intelligences, the researcher focused on asking three types of intelligences. By doing those ways, the students had one dominant intelligence (see appendix to see the detail questions!)

Those questions were asked by interviewing the students one by one. If the final result is still similar, the researcher asked the students by giving questions belong to the place or things. In this case, ASD who still got two similar intelligences whether she had already answered the questions in the

interview. Finally, the researcher asked her “ if you have to choose two things, which one do you like writing a diary or singing a song.” ASD preferred singing a song to writing a diary. Therefore, she belongs to musical intelligence. (see the appendix 5 for the detail result of ASD)

The data of students’ directive speech acts were taken by using some instruments, they are: recording the students group task (the directive speech acts utterances), transcribing the data, coding the data and interpreting/analyzing the data. In recording the data, researcher was the main instrument of the research. She used some aids such as video/audio recording and field notes. The researcher used video recorder application in taking the data of directive speech acts. Field note was used by the researcher to write some important data that can be a proof.

According to Holmes (1992: 9), social context involves four components. They are presented below:

- a. the participants : (*who* is speaking and who are they speaking to?),
- b. the setting or social context of the interaction: (*where* are they speaking?)
- c. the topic : (*what* is being talked about?), and
- d. the function: (*why* are they speaking?).

According to the above quotations, the first important thing in a situational context is a participant. Holmes (1992: 12) says that the relationship between linguistic choices and social context in which they are made sometimes easiest see when different languages are involved. It concerns the speaker who is talking to whom. The next component is called as the “setting”. This term deals with the place where the conversation takes place and in what kind of

situation both speakers and hearers are involved in. The third component is the “topic”.

It is about something that is talked about, without which the conversation cannot happen. The last factor is the “function”. It focuses on the reason why both speaker and the hearer decide to talk about a certain topic in certain settings. Referring to Holmes’s theory (1992), the researcher elicited the data of directive speech acts by giving a role play based on the situational context. The teacher divided the students into 5 groups which consists of three or four students because the total of the students were 19 students. The material integrated with the teaching learning process especially public service topics. They were at the restaurant, at the airport and at the hospital (visiting the doctor). Every situation was recorded twice. Particularly, at the hospital situation (visiting the doctor), the researcher decided to divide the group into 9 groups (two–three members).

The data of directive speech acts were taken twice for every topic. The first and the second meeting were at the restaurant, and the third and the fourth meeting were at the airport. The fifth and sixth meeting were at the hospital (visiting the doctor).

The results of directive speech acts and Multiple Intelligences were associated by seeing the characters of Multiple Intelligences and the results of the directive speech acts utterances. In addition, the researcher also analyzed the association based on the theoretical framework (in chapter 2).

3.4 Data Triangulation

To find the data naturally, the researcher used qualitative way. There were observing and giving Multiple Intelligences questionnaire. If the result of questionnaire was more than one intelligence they should take an interview. To validate the data, reseracher used triangulation research. Directive speech acts were transcribed and analyzed by the researcher for many times in order to make sure the data were valid and reliable. The qualitative data was in form of content analysis.

When the researcher constructed the Multiple Intelligences questionnaire, she asked her friend to check the translation of questions. The questions had been transformed into Indonesian language to make students of elementary school students can catch the core of questions easily.

3.5 Research Procedures

In conducting the research, the researcher applied the procedures as follow:

1. Observing the school environment, class condition, students' and teacher that will be the research subjects.
2. Administering the Multiple Intelligences questionnaire in the fifth grade (V.A, V.B, and V.C)
3. Analyzing the result of the students' Multiple Intelligences questionnaire by calculating the biggest score of the intelligences. If there is similar

result, they will have some questions until there will be one dominant intelligence.

4. Determining the research subjects.
5. Conducting triangulation technique to validate the data (observation, audio/video recording, and field note)
6. Dividing the students into 5 groups (3-4 members) for the first and second recording. The third recording, students were divided into 9 groups (2-3 members)
7. Taking the video of the students performances in their group.
8. Making transcript of the data from audio recording.
9. Coding the students' directive speech acts from video recording.
10. Analyzing coding data refers to the classification of directive speech acts.
11. Associating the directive speech acts and Multiple Intelligences by seeing the setting and the characters of the intelligence.
12. Narrating the findings as beneficial information.

3.6 Data Analysis

This research used qualitative analysis. The explanation was elaborated by using some specifications. Look at the following table, as follows:

3.6.1 Multiple Intelligences

The data were analyzed based on the questionnaire. The questionnaire consist of two items. The first item consists of 36 questions. The students filled the check list if the statements in the questionnaire were appropriate with them. The detail questionnaire was enclosed in appendix 1. The second item also consist of 36 question but it was asked by using interview (appendix 1). If he/she got similar score, he/ she must follow the interview. The following table illustrates the data of Multiple Intelligences.

No	Students' code	Types of Intelligences								
		1	2	3	4	5	6	7	8	9
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
	Total									
	Percentage (%)									

1. Linguistic Intelligence
2. Logical-mathematical intelligence
3. Visual-spatial intelligence
4. Bodily-kinesthetic intelligence
5. Musical intelligence
6. Interpersonal intelligence
7. Intrapersonal intelligence
8. Naturalist intelligence
9. Existential intelligence

The student's code was described the initial name of the students. The researcher filled the table above by using checklist. If the students directly get the biggest score without interview, the researcher only put checklist. Whereas, if the students got similar score, the researcher would have filled the table by using checklist () and star (*). Star symbolized the intelligence of the students by using additional questions in form of the interview.

3.6.2 Directive Speech Acts

The data were analyzed based on the illocutionary force. Illocutionary force means the speaker's intention in producing the utterance. The Results were analyzed based on seven dimensions based of Searle & Vanderveken theory. The following tabel was used to analyze the data of directive speech acts.

No	Intelligence	Code	Utterances	1	2	3	4	5	6
1	Interpersonal 6 students		Asking Request Order/command suggestion						
2	Visual-Spatial 2 students		Asking Request Order/command suggestion						
3	Bodily- Kinesthetic 2 students		Asking Request Order/command suggestion						
4	Linguistic 1 student		Asking Request Order/command suggestion						
5	Intrapersonal 1 student		Asking Request Order/command suggestion						
6	Musical 3 students		Asking Request Order/command suggestion						

7	Existential 1 student		Asking Request Order/command suggestion						
8	Logical- Mathematical 1 student		Asking Request Order/command suggestion						
9	Naturalist 2 students		Asking Request Order/command suggestion						

Notes:

1. Superiority : the status of the speaker and the hearer in the conversation.
2. Imposition : the speaker imposes the hearer in the conversation
3. Authority : the physical strength or the institutionalized power
4. Speaker's benefit : having the effect from the conversation.
5. Listener's benefit: having the effect from the conversation.
6. Structural form : declarative sentence, interrogative sentence, and imperative sentence.

In short, to make clear definition and distinction among asking, request, order/command and suggestion, the researcher will describe into a table.

Table Distinction among Directive Speech Acts

No	DSA	1	2	3	4	5	6
1	Asking	+/-	-	+/-	+/-	+/-	declarative (d) and interrogative (i)
2	Request	+/-	+	-	+/-	+/-	declarative (d), interrogative (i) and imperative (I)
3	Order	+/-	-	+	+/-	+/-	declarative (d), interrogative (i) and imperative (I)
4	Command	+/-	+	+	+/-	+/-	declarative (d), interrogative (i) and imperative (I)
5	Suggestion	+/-	-	+/-	-	+	declarative (d), interrogative (i) and imperative (I)

1. Column 1 for the superiority : + for high status, - low status, - equal status
2. Column 2 for the imposition : + imposition, - without imposition
3. Column 3 for the authority : + having an authority, - does not have authority

4. Column 4 the speaker's benefit : + having the benefit, - does not have the benefit

5. Column 5 the listener's benefit : + having the benefit, - does not have the benefit

3.6.3 Multiple Intelligences and Directive Speech Acts

To analyze the association between Multiple Intelligences and Directive Speech acts, the researcher counted the average of student's utterance for every type of the intelligence. The students were grouped based on their intelligences. look at the following table!

No	Intelligences	M	Asking		Request		Order/Command		Suggestion	
			1	2	3	4	5	6	7	8
1	Interpersonal									
2	Visual-spatial									
3	Bodily-kinesthetic									
4	Linguistic									
5	Intrapersonal									
6	Musical									
7	Existential									
8	Logical-mathematical									
9	Naturalist									
Total/percentage										

Notes :

1. The data of the directive speech acts utterances
2. The average of the directive speech acts utterances
3. The data of the directive speech acts utterances
4. The average of the directive speech acts utterances
5. The data of the directive speech acts utterances
6. The average of the directive speech acts utterances
7. The data of the directive speech acts utterances
8. The average of the directive speech acts utterances

The data of directive speech acts were taken by analyzing research question number 2. The total of the utterances were divided based on the member of the group. The researcher analyzed the association by seeing the intelligences and the average of the students' utterances.

The primary purpose of this chapter was the rules to get the data and how to analyze the findings. Thus, the researcher must follow those steps to find the data and to answer the research questions in chapter I.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes conclusion and also the suggestions. Each of them will be elaborated below.

5.1 Conclusions

After conducting the research at the fifth grade students of SD Ar-Raudah Bandar Lampung and analyzing the data, it can be concluded as follows:

1. Interpersonal, visual-spatial, and musical intelligence are easy to find at the fifth grade students of SD Ar-Raudah Bandar Lampung. It because the students of the fifth grader have special characters in exploring, socializing and criticizing. These characters also represent students at the fifth grader construct their ability through games. Games need interpersonal, visual-spatial and musical intelligence. While, linguistic intelligence is rather difficult to identify. It implies, their linguistic intelligences are lack of stimulation. Therefore, she/he does not have good quality in linguistic intelligence.
2. Order/command utterances became the biggest directive speech acts among 19 students while the suggestion utterances was the smallest

directive speech acts. It indicates students used their strength, imposition, and authority in constructing the order/command utterances. In contrast to the order/command type, the factors which affect the suggestion utterances become difficult are the age of the students, the context, and the intelligence.

3. Multiple intelligences plays an important role in constructing directive speech acts utterances. Multiple intelligences also make students use directive speech acts based on his/her preference.

5.2 Suggestions

By identifying students' multiple intelligence, the students can develop their strength in form of learning style and goals of life. For example, students who have good capability in visual-spatial intelligence can facilitate themselves in line with their learning style. The learning styles are in form of diagram, chart or picture. The daily activities can be in form of art, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums. An architect or an artist is the professions that can be appropriate for visual-spatial intelligence. As described in conclusion, linguistic intelligence was the smallest intelligence that can be identified at the fifth grade students of SD Ar-Raudah Bandar Lampung. By knowing their dominant intelligence, teacher can improve students' interest in learning language. Teacher can prepare or modify the lesson plan based on students' multiple intelligences.

Dealing with linguistic intelligence, teacher need to prepare the classroom by using books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, and stories. Therefore, teacher can enhance language learning and train his/her students to develop linguistic intelligence.

This study about directive speech acts can inspire other researcher to take this topic as future research, if they want to examine another type of directive speech acts more deeply. The teacher can use public service to improve students in language learning. Therefore, further research needs to analyze why students at the fifth grade have difficulty in delivering suggestion utterance. What are the factors that made students at the elementary school can not engage suggestion utterance as well as university students. In addition, the next researcher can use another data elicitation technique to improve students' directive speech acts especially students at the fifth grader.

Finally, if we have already known about the association between Multiple Intelligences and directive speech acts, teacher will understand the strengths and the weaknesses of their students in using directive speech acts. He/she can evoke students' utterances by giving some exposures and treatments. Thus, the students will become active learners in studying English. The future research can analyze why students at the fifth grader use their preference in delivering the directive speech acts utterances.

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