

**STUDENTS' PRODUCTION OF DIRECTIVE SPEECH ACT OF
COMMAND AND REQUEST IN SPOKEN DATA AT SMK NEGERI 2
BANDAR LAMPUNG**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG**

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ABSTRACT

STUDENTS' PRODUCTION OF DIRECTIVE SPEECH ACT OF COMMAND AND REQUEST IN SPOKEN DATA AT SMK NEGERI 2 BANDAR LAMPUNG

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Command and request are used in social interaction. Since one needs something to do or some helps from someone else, she or he will probably produce command and request. Command and request are categorized in directives speech act. According to Searle it is as an attempt by the speaker to get the hearer to do something. The aim of this research was to find out to what extent the first grade students produce command and request appropriately.

The subjects of this research were 31 of the first year students of SMK Negeri 2 Bandar Lampung, X-TSM (Teknik Sepeda Motor) class. The research was non experimental research which used descriptive qualitative design. Spoken data were taken through a speaking test and then they were analyzed by using indicators of appropriateness adopted by Taguchi (2006). The students were recorded while doing speaking test in two meetings and the time allocation was 90 minutes for each meeting. After the recording was finished, students' production was analyzed by giving rate using indicators of appropriateness adopted from Taguchi (2006) that is excellent, good, fair, poor, very poor, and no performance.

The results showed that the majority of the students (25.8%) produced excellent command and request, followed respectively by very poor (18.2%) command and request, no performance (18%) command and request, good (13.4%) command and request, fair (12.3%) command and request, and poor (12%) command and request.

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A Script

Submitted in a Partial Fulfillment of

The Requirement for S-1 Degree

in

The Language and Arts Department of

Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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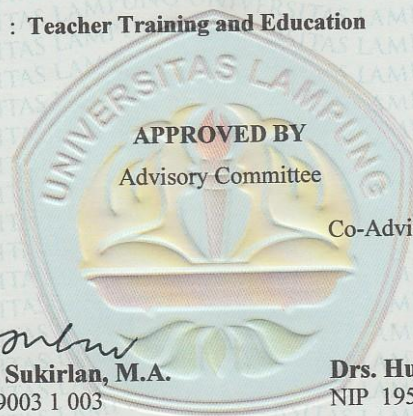
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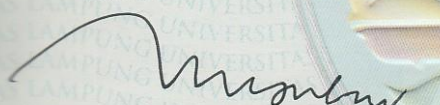
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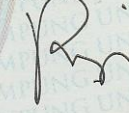
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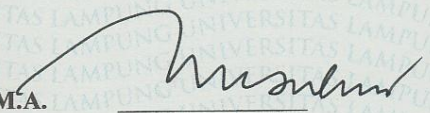

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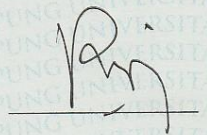

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CURRICULUM VITAE

The writer's name is Syafira Oktalia. She was born on October 24th, 1994 in Bandar Lampung. She is the youngest child in her family. His father's name is Iskandar K and her mother's name is Nurmaini. She has two sisters and one brother. Her sister's name is Oktarina Iskandar and Fanny Yunika. Her brother's name is Sendy Aprian.

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DEDICATION

This script is proudly dedicated to:

- ✚ I thank God, Allah SWT, for all Allah tremendous blessing.
- ✚ The greatest inspirations of my life: my beloved Father and Mother,
Iskandar K and Nurmaini.
- ✚ My beloved family who always supports me in every steps I chose:
Oktarina Iskandar, Muhammad Asrof Hilabi, Muhammad Reyhan Hilabi,
Fanny Yunika, Ben Bella, and Sendy Aprian
- ✚ My Almamater, English Education Study Program, Lampung University

MOTTO

**“Allah does not charge a soul except its capacity”
(QS. Al Baqarah: 286)**

**“Allah knows the exact timing for your life. Allah knows the reason for your pain and Allah understands the suffering you have to endure. Allah blesses you with patience, love, and freedom to handle all coming your way. Your job is to hold the faith and not let it run thin. Allah hand is on your life and there is a reason for everything. Allah doesn’t expect you to know “How” you’re going to get through, Allah simply blesses you with chance to work hard in the direction you know best and Allah will take care of the rest. If it doesn’t feel like it’s over, it’s not, and Allah wants you to keep pushing. Allah love is unwavering and is always present”
(Anonymous)**

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Hopefully, this script would give a positive contribution to the educational development or to those who want to carry out further research.

Bandar Lampung, Juni 2016

The Writer

Syafira Oktalia

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1. INTRODUCTION

This chapter is concerned with introduction of the research in this study, they are background of problem, identification of the problem, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of Problem

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking.

To be able to communicate in English appropriately, one needs to know how to express the idea or to send the message to the hearer correctly. In speaking, we will find the situation where we need to speak and to convey our purpose to hearer properly. Speaking requires learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speaking has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). Speaking does not only deal with linguistic

competence (grammar, pronunciation, or vocabulary) but also sociolinguistic competence (when, why, and in what ways to produce language).

In classroom interaction during the process of teaching learning, command and request are used in social interaction, since one needs something to do or some helps from someone else, she or he will probably produce command and request. In addition, the writer chooses directives speech act rather than the other speech acts like declaration, representatives, expressives and commissives because this research will focus on the appropriateness expression of command and request. The expressions are includes in the directives speech act categories.

Searle (1976) in his theoretical study defines directives speech act as an attempt by the speaker to get the hearer to do something. It is an illocutionary act whereby a speaker states to a listener that he/she wants the listener to perform an act which can be beneficial for the speaker and sometimes for the listener. The directives speech act can be performed in the form of interrogative, declarative, and also imperative which will bring various forces in strength. According to Searle (1976), the verbs that evoke this category are ask, order, command, request, beg, plead, and entreat. In short, command and request are part of directives speech act.

Searle (1976: 5) states that the differences in the status or position of the speaker and hearer as these bear on the illocutionary force of the utterance. If the general asks the private to clean up the room, that is in all likelihood a command or an order. If the

private asks the general to clean up the room, that is likely to be a suggestion or proposal or request but not an order or command. It means even though both command and request are part of directives speech acts, which the purpose is to get the hearer to do something by the speaker but they are different. The difference is in the status or position of the speaker and hearer when the utterances said.

Kreidler (1988) states that a command is effective only if the speaker has some degree of control over the actions of the addressee. Commands can end with a point (.) or an exclamation mark (!). If a command ends with an exclamation mark, it means that the speaker is giving a command with strong emotion and high intonation. The example is, "*Close the door!*" However, request is an expression of what the speaker wants the addressee to do or refrain from doing. A request does not assume the speaker's control over the person addressed (Kreidler 1998). The production of request is usually more polite than command by indicating the word like could, would, can, will, and should. The example is, "*Would you mind to open the window?*". Thus, the utterance is called command when the speaker has some degree of control over the hearer's action on the other hand the utterance called request, if the speaker does not have control over the hearer.

This research was already done by Supriyanti (2003) with college's students as her subject research and Hidayati (2009) with senior high school students as her subject research. First, the result of theirs research show that students cannot produce command and request appropriately. Hidayati (2009) says that the students only

produce acceptable command and request. Second, both of them analyzed whether student production of command and request is appropriate or not in specific situation like formal and informal. The result from Suprianti (2003) shows that it is difficult for the students to produce polite request in formal situation. However Hidayati (2009) reports the situation that makes the students found it difficult to produce acceptable command and request in informal situation.

Based on the previous research, the writer is interested in conducting this research. Firstly, collage students and second grade of senior high school students were already used in the previous research so that in this research, the writer used first grade students of vocational secondary school. Second, the result of the previous research show that students cannot produce command and request appropriately, they only produce acceptable command and request so that the aim of this research is to investigate to what extent the first grade students of SMK N 2 Bandar Lampung produce command and request appropriately. To conclude, the writer hopes that the result of this research would be either reinforce or a comparison of earlier research studies before.

1.2. Identification of the Problem

Based on background of the problems above, the researcher identifies some problems as follows:

1. The students cannot produce command and request appropriately in daily communication.

2. The students lack of understanding about command and request.

1.3. Research Questions

Based on the background and identification of the problem stated above, the writer question in this research is “To what extent do the first grade students produce command and request appropriately?”

1.4. Objectives

The objectives of the research are:

1. To investigate to what extent the first grade students produce command and request appropriately.
2. What makes the first grade student fail in producing appropriate command and request.

1.5. Uses

After conducting the research, the writer expects:

1. Practically, it is expected that the result of this research can be used as an input for the English teacher to improve the students’ awareness of cultural differences in spoken interaction especially in producing command and request appropriately.
2. Theoretically, it is hoped that this research can be used as a reference for those who want to study or conduct a research on the same field.

1.6. Scope of Research

This research conducts to analyze the production of command and request of the first grade students of SMK N 2 Bandar Lampung. The writer attempts to analyze to what extent do the first grade students' of SMK N 2 Bandar Lampung produce command and request appropriately. In this case the writer used only one class that is X-TSM (Teknik Sepeda Motor) class which consists of 31 students.

1.7. Definition of Terms

There are terms that are used by the writer to make them clear and to avoid misunderstanding, they are clarified as follows:

Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of idea and at that time he/she tries to get the ideas or the message across.

Speaking Ability

Speaking ability is an ability to produce articulation, sounds or word to express, to say, to show and to think about ideas, thought and feeling.

Production

Production is the process of making something naturally which includes the selection of words and the organization of relevant grammatical forms.

Command

A command is a sentence that orders someone to do something. It is effective only if the speaker has some degree of control over the actions of the addressee.

Request

A request is a sentence or an expression of what the speaker wants the addressee to do or refrain from doing something. The production of request is usually more polite than command by indicating the word like should, could, and would.

II. LITERATURE REVIEW

In literature review, the section discusses speaking, types of classroom speaking, speaking competences, the difficulties in speaking, speech acts, command and request, speech situation, and the previous research.

2.1. Speaking

Speaking is oral communication that is used to express the ideas, feelings, and thought among people. Byrne (1998:8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. It means that in speaking process, we try to communicate with each other and use our language to send our message to the second person. In this case, the speaking processes need at least two people, one as a speaker who produces information and the other one as a listener who receives information. In addition, Johnson (1983:18) believes that speaking as the ability to produce articulation, sounds or word to express, to say, to show, and to think about the ideas, thought and feeling.

Lado (1977:240) states that speaking is described as an ability to converse or to express a sequence of ideas fluently. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates. She or he must comprehend the coming message and organize appropriate response for production. According to River (1978:162) through speaking someone can express her or his ideas, emotions, and reactions to

the person or situation and influence other persons. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker.

From the statements above, it can be inferred that when learning a language, speaking is the second stage after listening that is important to be learnt. Because when we learn a language we want to know how to speak the language appropriately so we can show our feeling and thought to the listener correctly. Also, in learning speaking, we will know how to produce the utterances like pronounciation, articulation, and to deliver the message of our thought clearly. So the communication between the speaker and listener will successfully happen, the speaker could deliver the message however the listener could receive the information clearly.

According to Nunan (1991) the success of oral communication involves development of:

- The ability to articulate phonological features of language comprehensibly;
- Mastery of stress, rhythm, and intonation pattern;
- An acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in negotiating meaning;
- Conversational listening skills;
- Skills in knowing about and negotiating purposes for conversation;
- Using appropriate conversational formulate and fillers.

Briefly, it can be seen that the purpose of speaking is especially to achieve the goal of communication not only knowledge of linguistic competence (grammar,

pronunciation, or vocabulary). Nevertheless, we also should notice the sociolinguistic competence (when, why, and in what ways to produce language). Blundell, Hinggens, Middlemiss (1982) states that speech situation can be divided into two parts; they are formal and informal situation which are determined by the topic, setting, social relationship and psychological attitude. Therefore, in this study the writer just focus on analysing the language use produced by students in producing command and request in relation to the speech situation.

2.2. Types of Classroom Speaking

Brown (2001:250) classifies the type of oral language into two types; monologue and dialogue. He says that much of our language teaching is devoted to instruction in mastering English conversation. Brown's classification of speaking types can be seen as follows:



In monologue, when one speaker uses spoken language for any length of time as in speeches, lectures, readings, and news broadcast, the hearer must process the speech without interruption. The speech will go on whether or not the hearer comprehends. Planned, as it opposed to unplanned monologue differs considerably in their discourse structure. Planned monologue (such as speeches and other prewritten material) usually manifests little redundancy and are therefore relatively difficult to be comprehended. On the other hand unplanned (impromptu and long 'stories' in conversation) exhibits more redundancy, which makes for

ease in comprehension but the presence of more performance variables and other hesitation can either help or hinder comprehension.

Meanwhile, dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

According to Brown (2001) there are six types of classroom speaking performance namely imitative, intensive, responsive, transactional, interpersonal, and extensive.

1. Imitative

The learners just imitate a certain vowel sound, generating as “human tape recorder” because of a very limited portion of classroom speaking time. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. In addition this type is similar with drill. Brown (2001) states that drill offers students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty. Here are some useful guidelines for successful drills:

- Keep them short.
- Keep them simple.
- Keep them “snappy”.
- Make sure students know why they are doing the drill.
- Limit them to phonology or grammar points.
- Make sure they ultimately lead to communicative goals.
- Do not overuse them.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or students-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

T: How are you today?

S: Pretty good, thanks, and you?

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: So, what did you write for question number one?

S: Well, I wasn't sure, so I left it blank.

4. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversations, for example, may have more a negotiative nature to them than does responsive speech:

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: You don't think the UN has that power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.

5. Interpersonal (dialogue)

Interpersonal dialogue carries out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- A casual register.
- Colloquial language.
- Emotionally charged language.
- Slang.
- Ellipsis.
- Sarcasm.

The example as follows:

Amy : Hi Bob, how's going?

Bob : Oh, so-so.

Amy : Not a great weekend, huh?

Bob : Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you know perfectly well what I'm talking about.

Amy : Oh, that...How come you get so bent out of shape over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more I can say?

Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short

speeches. In this, the register is more formal and deliberative. These monologues can be planned or improptu.

Based on the six types of speaking stated above, the writer tries to focus on the third type of classroom speaking which is responsive which a short replies to teacher-or students-initiated questions or comments. Since this study discuss about producing command and request in spoken data.

2.3. Speaking Competences

Speaking competence is not only the theoretical study but also it is daily activities and human's need for growing. As quoted by Garnham (1985:23), Chomsky says linguistic performance is the actual use of language in concrete situation. In addition, William O'Grady, et.al (1997:4) states that linguistic competence is the ability in producing and understanding an unlimited number of utterances.

There are five competences to measure the students' speaking ability as follows:

a. Pronunciation

Hornby defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced (Hornby, 1974:669). It means that pronunciation is an important aspect of language, including its aspect like accent, stress, and intonation.

b. Grammar

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and

derivation into the other meaningful features of the English language. It will help students to speak fluently.

c. Vocabulary

Hornby (1974:979) defines vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

d. Fluency

Hornby (1974:330) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

e. Self-Confidence

Self confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question. He feels like that, so he thinks he knows what will he say and how to express.

From the statements above, it can be inferred that speaking competence is gained not only from the theoretical study but also from daily activities. The aim of it is to gain the ability in producing and understanding an unlimited number of utterances (William O'Grady, et.al : 1997). In addition, there are five competences to measure the students' speaking ability they are pronunciation, grammar, vocabulary, fluently, and self-confidence.

2.4. The Difficulties in Speaking

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

1. *Inhibition*. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. *Nothing to say*. Students have no motive to express themselves.
3. *Low or uneven participation*. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
4. *Mother-tongue use*. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

2.5. Speech Act

To express something, people do not only produce utterance which contains grammatical structure and words but they perform actions via those utterances. Levinson (1983) proposed that the idea of speech act is stated firstly by an English philosopher John L Austin. Austin notices the fact that when a speaker says something, he does something. In every utterance, the speaker performs an act such as stating a fact or opinion, confirming or denying something, giving advice, asking a question, thanking, and greeting. The condition of doing something in saying something is what the expert calls as speech act. In addition, according to Yule (1996) "People perform action through utterances when they attempt to express themselves. Actions performed through utterances are generally called

speech act action”. He also states that the term of speech act covers ‘action’ such as ‘requesting’, ‘questioning’, and ‘performing’.”. The study of speech acts provides a useful means of relating linguistic form and communicative intent. An utterance, here, is treated as the realisation of speaker’s intention and goal in particular context. (Austin, 1962; Searle, 1969; 1975; 1976).

Levinson (1983) says that Austin proposes three basic acts in saying an utterance. Among them are locutionary act, illocutionary act and perlocutionary act.

a. Locutionary act (producing an utterance)

Locutionary act is the utterance of a sentence that determines its sense and reference. It is performing the act in saying something.

b. Illocutionary act (doing something in the utterance)

Illocutionary act is the making of a statement, offer, promise, etc. in uttering a sentence by virtue of the conventional force associated with it.

c. Perlocutionary act (doing something to the hearer by producing the utterance)

Perlocutionary act brings about of effects on the audience by means of uttering a sentence, such effects being special to the circumstance of utterance.

In short, locutionary act is the actual words uttered. Meanwhile, illocutionary act is the force or intention behind the words. Finally, perlocutionary act is the effect of the illocution on the hearer. In order to make the definitions above more clear, the example below may help to clarify:

Dan : “Janna, would you pass the pizza?”

Carter : “I got it.”

(Taken from “In Good Company”)

The act of saying “Janna, would you pass the pizza?” is the locutionary act. Dan requesting Janna to pass the pizza is the Illocutionary act, while the act of passing or giving the pizza by Carter to Dan is the perlocutionary act as a consequence of the locutionary and perlocutionary acts.

Based on the definitions above, this research focuses on the illocutionary act. Since the Illocutionary act is the real actions, which are performed by the utterance, and where saying and doing are conducted at the same time.

According to Yule (1996) Illocutionary act is classified into five categories they are declarations, representatives, expressives, directives, and commissives.

1. Declarations

Declarations are kinds of speech acts that change the world via their utterances.

The speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.

2. Representatives

Representatives are kinds of speech acts that state what the speaker believes to be the case or not. It means the statements of fact, assertions, conclusions, and descriptions.

3. Expressives

Expressives are kinds of speech acts that state what the speakers feel. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. They can be caused by something the speaker does or the hearer does but they are about the speaker's experience.

4. Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something. It is express what the speaker wants. It is an illocutionary act whereby a speaker states to a listener that he/she wants the listener to perform an act which can be beneficial for the speaker and sometimes for the listener. The directives act can be performed in the form of interrogative, declarative, and also imperative which will bring various forces in strength. They are commands, orders, requests, suggestions, and they can be positive or negative.

5. Comissives

Commissives are kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends. They are promises, threats, refusals, and pledges. They can be performed by the speaker alone or by the speaker as a member of a group.

Based on the statement above, it can be concluded that command and request are involved in directives category which according to Searle (1976) the purpose of

command and request are to make the speaker attempts to get the hearer to do something. The writer will try to focus on the directives speech category, because the research will be discussed about command and request especially in speaking of students' production.

2.6. Command and Request

Searle (1976) in his theoretical study distinguishes five basic speech acts: representatives, directives, commissives, expressives, and declarations. He defines directives as attempts by the speaker to get the hearer to do something. According to him, the verbs that evoke this category are ask, order, command, request, beg, plead, pray, entreat, as well as invite, permit and advise. In short, command and request are part of directives in speech acts. The purposes of these utterances is to get the hearer to do something related to the the speaker' want.

According to Kreidler (1998) "a command is effective only if the speaker has some degree of control over the actions of the addressee."

A. *I (hereby) order you to appear in court next Monday at 10 a.m.*

B. *You must appear in court next Monday at 10 a.m.*

A. *I'm telling you not to waste your time on that.*

B. *Don't waste your time on that.*

Commands can be produced with various degrees of explicitness. Sentences A are more explicit than sentences B but the sentences B utterances are less formal, therefore more usual. They have the form *You must...* or they are imperative sentences.

- *Passengers are required to keep seat belts fastened when the sign is lit.*
- *Smoking is not permitted in the lavatories.*

The utterances above are commands, and fairly explicit ones, not because of syntax but because they contain such predicates as *require* and *permit*.

- *The boss demands that these letters (should) go out today.*

This sentence, even if it becomes an utterance, is not a command but the report of a command.

The general meaning of a command, then, is:

Speaker, in authority, expresses a wish that Addressee should <not> act as Speaker wants Addressee <not> to act.

The angle brackets mean, here, that both occurrences of *not* are included in the definition or both are excluded.

Predicates that can be used in explicit commands and therefore in reports of commands are:

- Positive : Charge, command, direct, order, tell, demand.

("I charge/command/direct/order/tell you to keep silence; I demand that you..)

- Should : Keep silence.
- Negative : Forbid

Commands can end with a period (.) or an exclamation mark (!). If a command ends with an exclamation mark, it means that the speaker is giving a command with strong emotion and high intonation. The example is, close the door!.

Kreidler (1998) states that request is an expression of what the speaker wants the addressee to do or refrain from doing. A request does not assume the speaker's control over the person addressed. The illustrations appear in below sentences:

- I appeal to you to help as much as you can.
- We beg you to stay out of the way.
- The receptionist asked the people in the waiting room not to smoke there.

General meaning:

Speaker, not in authority, expresses wish that Addressee <not> act as Speaker wants Addressee <not> to act.

Becker (1982) states that request is an utterance that shows the speaker's intended desire to get the listener to do something (Achiba 2003: 6). In addition, Hidayati (2009) says "different from command, request is the act of asking for something to be given or done. The production of request is usually more polite than command by indicating the word like should, could, would, can, etc. Besides, usually request comes after giving reasons why request is produce."

Based on the theories above the writer concluded that command and request as in the following table below:

No	Command	Request
1.	An utterance used by the speaker to make the hearer to do something he or she wants.	An utterance that shows the speaker's desire to get something given or done by the listener.

2.	Speaker has some degree of control over the actions of the listener.	Speaker has not some degree of control over the actions of the listener.
3.	There are two kind of command, positive command (<i>I command..., I order..., I tell..., I demand..., I charge you to..., you must...</i>) and negative command (<i>Don't... No...</i>)	Request indicate by the word like could, would, can, may, will, and should.
4.	Command can end with a period (.) or an exclamation mark (!).	Request comes after giving reasons why request is produce.

2.7. The Previous Research

As stated in the introduction, this study was already done by Supriyanti (2003) and Hidayati (2009). Supriyanti used college's students as her research subject. The result of her research is command and requests are complex utterances because in producing them properly the speaker should understand about speech situation including setting, topic, social relationship and psychological attitudes. In addition, she finds out that the most difficult problem for students in producing command and request is about speech situation. She reports that it is difficult for the students to produce polite request in formal situation.

Another previous research was conducted by Hidayati. Hidayati did this study (2009) and used second grade of special class senior high school students as her research subject. The result of her research is the students of special class cannot produce command and request in formal and informal situation appropriately. The students only produce acceptable production of command and request in formal and informal situation. Also, the first language interference influence the students' way in producing command and request in formal and informal situation. She also reports that it is difficult for the students of special class to produce command and request in informal situation.

Based on the previous research, the writer interested in conducting this research, the reasons are; firstly, collage students and second grade of senior high school students was already used in the previous research so that in this research the writer is interested to conduct this research at first grade students of vocational secondary school. Secondly, the result of the previous research showed that students cannot produce command and request appropriately, they only produce acceptable command and request therefore the aim of this research is to investigate to what extent the first grade students of SMK N 2 Bandar Lampung produce command and request appropriately. To conclude, the writer hopes that the result of this research would be either reinforce or a comparison of earlier research studies before.

III. METHODS

This chapter describes the method that is used to conduct the data of the research such as research design, subject of the research, data, data collecting technique, procedure of the research, data analysis and interpretation, and validity testing.

3.1. Research Design

This research was non experimental research so that the writer used descriptive qualitative design. It means that the writer describes the data gain as natural as possible. Selinger and Shohamy (1990) states that in qualitative research there is no intervention of an experiment or an artificially contrived treatment. The focus of this study was to analyze to what extent the appropriateness of first grade students produce command and request. In collecting the spoken data of students' production of command and request, the research was conducted by using speaking test. Then, the writer used recorder to record the students' production of command and request. Afterwards, students' production analyzed by giving rate using indicators of appropriateness adopted from Taguchi (2006) that is excellent, good, fair, poor, very poor, and no performance.

3.2. Subject of the Research

The writer chose first grade students of SMK Negeri 2 Bandar Lampung as the subject of the research and to gain the data needed. The school employs curriculum which has taught the material of command and request in the first grade students. The writer used one class as the sample of this research. The class

that the writer used was X-TSM (Teknik Sepeda Motor) that consists of 31 students.

3.3. Data

The data of this research is commands and requests of spoken data utterances produced by the first grade students. The spoken data was collected by giving the students a speaking test. In order to make it more detail, the data collecting technique used in this research is explained as follows.

3.4. Data Collecting Technique

To collect data, the writer used speaking test (appendices 2). As stated before, in speaking test, the writer prepared worksheets. In the worksheets, the students were supposed to make commands and requests utterances based on the instruction given. There were two parts in the worksheets which part 1 was picture and part 2 was situation (appendices 2). In addition, each worksheet had different picture and situation for student A and student B. To make the data natural, before the students did the worksheets, the teacher asked the students to imagine the setting as real life situation. After that, the students' production was recorded by recorder. The oral data from the recorder became the basic information to answer the research question.

3.5. Procedures of the Research

There are several general procedures introduced by Soy (1998) and Tellis (1997) quoted by Setiyadi (2006). The procedure used by the writer as consideration in conducting this resereach. The procedure can be seen as follows:

1. Determining the research question.

The problem of this research was determined based on some of consideration from the previous research. The writer problem was "To

what extent do the first grade students produce command and request appropriately?”.

2. Determining the subject of the research.

In this stage, the writer chose the first grade students as the subjects of this research. The writer took one class as the subjects. The class that writer analyzed was X-TSM (Teknik Sepeda Motor) class which consists of 31 students.

3. Administering the speaking test.

Before administering the speaking test, first, the writer explained briefly about command and request. The writer asked two students (student A and student B) from absence to come in front of the class. Then, the writer distributed the worksheets to the students and explained it, in order to avoid misunderstanding when the students did the worksheets. After that, the writer asked student A and student B to make commands and requests utterances based on the instruction given in the worksheets alternately. In addition, the writer asked the students to imagine the setting as real life situation. The last, the writer did the recording while the students do the worksheets.

4. Analyzing and interpreting the data.

After collecting the data from the result of the test, the writer analyzes the data by listening, transcribing, and interpreting the students' production then describing the result of analysis.

5. Making the report of the research.

After analyzing the data, the writer made a report from the result of the research and discussed it in the next chapter.

3.6. Data Analysis and Interpretation

Setiyadi (2006) states that data interpretation is the process for giving meaning to the result analysis. In the process of analyzing and interpreting the data we need to think critically. In order to analyze and interpret the data, the writer took the following steps:

1. The writer listened and transcribed the students' production from recorder (see appendices 3).
2. The writer analyzed and rated transcription of students' production of command and request by using indicator of appropriateness adopted from Taguchi (2006).

Indicator of Appropriateness

Rating	Descriptors
5 (Excellent)	Expressions of command and request are fully appropriate for the problem faced in the instruction given. No or almost no grammatical error.
4 (Good)	Expressions of command and request are mostly appropriate for the problem faced in the instruction given. Very few grammatical error.
3 (Fair)	Expressions of command and request are only somewhat appropriate for the problem faced in the instruction given. Grammatical errors are noticeable, but they do not interfere appropriateness.
2 (Poor)	Due to the interference from grammatical errors, appropriateness of expressions of command and request for the problem faced in the instruction given is difficult to determine.
1 (Very Poor)	Expressions of command and request for the problem faced in the instruction given are very difficult or too little to understand. There is no evidence that the intended speech acts are performed.
0	No Performance

Adopted from: Taguchi (2006).

3. The writer used table 2 and 3 (see appendices 4) in order to analyze and identify the appropriateness of students' production of command and request.

Analysis of Students' Production of Command and Request

No	Student	Worksheet 1 (Command)	Utterance	Rating of Appropriateness
1	(Student A)	Picture	1	
	(Student B)		2	
		Situation	3	
			4	

		Worksheet 2 (Command)		
		Picture	5	
			6	
		Situation	7	
			8	
		Worksheet 3 (Command)		
		Picture	9	
			10	
		Situation	11	
			12	
		Worksheet 4 (Request)		
		Picture	13	
			14	
		Situation	15	
			16	
		Worksheet 5 (Request)		
		Picture	17	
			18	
		Situation	19	
			20	
		Worksheet 6 (Request)		
		Picture	21	
			22	
		Situation	23	
			24	

3. The writer calculated total students' production of command and request based on indicator of appropriateness adopted from Taguchi (2006).

Students' Production of Command and Request

Rating Indicator of Appropriateness	Topic	Utterance	Utterance	Percentage
5 (Excellent)	Command			
	Request			
4 (Good)	Command			
	Request			
3 (Fair)	Command			
	Request			
2 (Poor)	Command			
	Request			
1 (Very Poor)	Command			
	Request			
0 (No Performance)	Command			
	Request			
Total				

4. The writer summarized and concluded the discussion of the findings.

3.7. Validity of Data

The data were recorded conversation. In order to make the data valid, the writer and the rater listened to the recording data more than once. After that the data was transcribed. This validity was based on Ratchilff (1955) theory in Setiyadi (2006). Ratchilff (1955) states that to get the validity of qualitative research, the writer have to do re-observation to audiovisual data, listening to the recorded data more than once, write the record data in written form or transcribe the data and re-check the transcription based on the recorded data whether by researcher itself or the different researcher.

Triangulation is employed to enrich the finding or to make the the conclusion more accurate (Setiyadi: 2006). The writer used analyst triangulation in doing the research. Denzin (1978) and Patton (1999) states that analyst triangulation is using multiple analyst to review findings or using multiple observers and analysts. Thus, the writer was helped by the rater from English Teacher in SMK N 2 Bandar Lampung in analyzing the data in order to get a more accurate research result.

V. CONCLUSION AND SUGGESTIONS

This chapter presents conclusions that are based on the research's result and discussions in the previous chapter. It also presents some suggestions for the further English teachers and researchers who want to do the research in command and request or speech acts field.

5.1. Conclusions

Referring to the discussion of the research findings on the previous chapter, the writer comes to these following conclusions:

1. It is concluded that first grade students produced 25.8% *excellent* utterances of command and request, 13.4% *good* utterances of command and request, 12.3% *fair* utterances of command and request, 12% *poor* utterances of command and request, 18.2% *very poor* utterances of command and request, and 18% *no performance* utterances of command and request.
2. There are two factors adopted from Ur (1996) that cause difficulties in speaking. First factor is *Inhibition* meaning that students are worried about making mistakes, fearful of criticism, or simply shy. Second factor is *Nothing to say* meaning that students have no motive to express themselves. These two factors affecting the first grade students to fail in producing excellent command and request.

5.2. Suggestions

Referring to the conclusion above, some suggestions can be administered as follows:

1. English teachers should know about pragmatic knowledge and deliver it to the students when she or he teaches expressions of speech acts like command and request. So the students will be able to produce an utterance of speech acts appropriately.
2. For further researcher, it will be better to find strategy to make the first grade students produce command and request appropriately.
3. This study was analyzed type of illocutionary act which is directive speech act and its focused on appropriateness of command and request. The further researcher can be intended to explore another type of illocutionary acts like representatives, commissives, expressives and declaratives.

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