AN ANALYSIS OF DIRECTIVE SPEECH ACT IN 3 YEARS OLD CHILDREN IN DAILY CONVERSATION WITH THEIR MOM

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Abstract
This study has investigated the directive speech act at 3 years old children in mom and kids conversation. This study has formulated two research questions concerning the types and social functions of directive speech acts used by 3 years old children in mom and kids conversation. Then, this study applied the descriptive qualitative method because it described the social phenomenon of directive speech act used by 3 years old children in mom and kids conversation. The data were taken naturally from the daily conversations and analyzed based on the main theory from Leech (1993). After organizing and examining the data, it can be found that the total number of types of directive speech employed by 3 years old children in mom and kids conversation is 70 types. They are classified into nine types. The writer found 19 utterances belong to the request. Requesting as the most data that found in this research, because in daily activity kids often request something to her mom from they wake up until they sleep. Meanwhile, the primary social function of directive speech is competitive through the use of 36 conversations. According to Leech directive speech acts are classified as competitive functions or competing with social goals. These competitive goals are basic manners and intrinsically disrespectful and tend to cause conflict, such as commanding, requesting, asking, if they are told they tend to force.

Keywords: Pragmatics, Directive Speech, 3 Years Old Children

Introduction
Language is a symbol system that is manifested verbally in the form of sounds or non-verbally in the form of gestures. It is employed in the aim of various reasons in human life. It is considered an important medium due to its role as a means of communication. It enables people to express their identity, belief, value, emotion, order, desire, thought, etc. Therefore, people can accomplish their needs through language practice in the conversation. (Chaer, 1988)

Children use the language they have acquired through interaction with others, both with their peers, younger children, or with adults around them. Children's language skills will develop rapidly and improved vocabulary mastery allows them to express and think about a variety of objects and events. The language also forms the basis for a new form of social interaction, verbal communication. At preschool age, children can use a form of directive speech acts to ask, order, invite, and so on in the appropriate context as elements that underlie and complement the meaning of the speech.

The directive speech act is the speech act done by the speaker so that the interlocutor acts referred to in the speech. Each utterance expresses what the speaker wants. Each of these utterances can take the form of asking, commanding, inviting, and so on. According to Yule (Yule, 2020) speech acts are actions that occur in speech. Each
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Utterance certainly depends on the context and situation between the speaker and the interlocutor, in this study are preschool students. Meanwhile, Searle revealed that directive speech acts can be direct (ie by using imperative mode sentences) and can also indirectly (ie by using imperative mode sentences).

Based on the statements above, the interest of this study is to analyze the directive speech acts uttered by 3-years-old children in the conversation with their mothers. This research concerns the investigation of directive speech acts in the early stages of the children who can string up the words. Therefore, this research proposes the examination under the title ‘An Analysis Of Directive Speech Act In 3 Years Old Children In Daily Conversation With Their Mom’.

Research using word acquisition has been done before is a thesis by research by (Masyita, 2018) with the title “An analysis of the directive speech acts of preschool children in the Indonesian language”. The purpose of this study is to describe the form and function of speech acts preschoolers directive in the Indonesian language in teaching and learning activities at Bhayangkari Maros Kindergarten.

Research methods

This research used the descriptive qualitative method. (Sugiyono, 2002)said that qualitative research is methodology research which used natural object, where the researcher as the key instrument. The sources of data in this research are mainly taken from the utterances of 3-years-old children’s conversation with their mothers. The techniques of collecting data in this study consist of several steps such as observation, documents, and note techniques. After collecting the data, the researcher reduced unused data and only take the important data from the data collected. Furthermore, the results of data reduction were analyzed by Leech’s theory. They were analyzed into two variables, namely types of directive speech and functions of directive speech. The last step is concluding.

Result And Discussion

A. Types Of Directive Speech

In this research, the writer had taken 77 data from a conversation between mom and kids in 3 years old. The data are taken from conversations between mom and kids 3 years old in their house. From the data, the writer found 11 types of directive speech. They are requesting, ordering, inviting, commanding, suggesting, rejecting, begging, asking, reporting, stating, and thanking. These types of directive speech are explained below:

Table 1.1 Types Of Directive Speech
### Types of Directive Speech

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Directive Speech</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Requesting</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Ordering</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Inviting</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Commanding</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Suggestion</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Rejecting</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Begging</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Asking</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Reporting</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Stating</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>Thanking</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total of The Types of Directive Speech</strong></td>
<td><strong>77</strong></td>
<td></td>
</tr>
</tbody>
</table>

From the data above the most directive speech uses by kids 3 years old is requesting. It found 18 utterances that belong to requesting. Then, stating is also often used by kids for communicating with mom. It shows from the data that stating found in 17 utterances. The explanation will be clear as follow:

**a) Requesting**

Leech states that a request is a directive illocutionary act that allows the option of refusal. Besides, the request is an expression of what the speaker wants the hearer to do or refrain from doing. In this research, the writer found several utterances of 3-year-old children in mom and kids conversation that contained the intention of requesting. The writer found 19 utterances belong to the request. Requesting as the most data that found in this research, because in daily activity kids often request something to her mom from they wake up until they sleep. (Geoffrey, 1993)

Data 1:
Abrisham : Mami .... mimi punten
Abrisham: mamih ... mimi punten (mamih makes milk please)
Mami : Iya ,sebentar
Mami: wait a minute.

From the conversation above, Abrisham is a 3-year-old child and Mami is Abrisham’s mother. Abrisham just woke up and asked for milk from her mother. Abrisham said the requesting utterance by saying 'mimi punten'. ‘Mimi’ is milk, and ‘punten’ is a word to indicate a wish for something. In the conversation, Abrisham said 'mimi punten' with the intention that his mother gave him milk. This reflected that the purpose of the sentence requesting by Abrisham has been fulfilled. It means that Abrisham can say the sentence requesting properly and correctly.

**b) Ordering**

Leech (Geoffrey, 1993) states that a Command is effective only if the speaker has some degree of control over the actions of the hearer. In this research, the writer found 7 utterances of 3-year-old children and mom that contained the intent to govern. It will be clear in the explanation of:

Data 2:
Abrisham : Mamih, bukain!
Abrisham: Mom, open!
Mamih : Sini aa
Mommy: Here, aa

From the conversation above, Abrisham is a 3-year-old child who was carrying ice cream that was still wrapped. Then, Abrisham commanding his mother to open the ice cream.
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cream wrapper. Abrisham said the command utterances by saying 'open'. In the conversation, Abrisham said 'open' with the intention that Mommy fulfills his command to open ice-cream wrapper. Mommy fulfilled Abrisham’s orders by opening an ice cream wrapper. This reflected that the purpose of the sentence by Abrisham has been fulfilled. It means that Abrisham can say the sentence command properly and correctly.

c) Inviting

Leech (Geoffrey, 1993) states that Ordering is given an authoritative or instruction to do something. To tell someone to do something or to say that something should be done, in a way that shows you have authority. In this research, the writer found several utterances of 3-year-old children in mom and kids conversation that contained the intention of ordering. There is the writer analysis:

Data 3:
Arzein : ibuu aa mau punya baby
Arzein: Mom Azen wants to have a baby.
Ibu: baby nya mau laki laki apa perempuan?
Mother: Do you want a baby boy or a girl?
Arzein : mau perempuan biar bisa diikuncir kaya ibu.
Arzein: I want women to get pigtails like mothers

From the conversation above, Arzein is a 3-year-old child who is one of the students at daycare Sanricia Kuningan. Arzein is with his mother. Arzein said the ordering utterance by saying 'wants'. In the conversation, Arzein said 'wants' was with the intention that her mother fulfills her order to have a baby. His mother agreed and promised to give him a baby tomorrow. This reflected that the purpose of the sentence by Abrisham has been fulfilled. It means that Abrisham can say the sentence ordering properly and correctly.

d) Commanding

Leech (Geoffrey, 1993) divides the Invitation into two types, namely ritual invitation and real invitation. The inviter shows his/her willingness of maintaining a relationship with the listener in the future which is called a ritual invitation, while the invitation that expresses the addresser’s sincere intention to threaten the addressee is called the real invitation. In this research, the writer found several utterances of 3-year-old children in daily conversation with mom that contain inviting intent. One of them is the conversation below:

Data 4
Abrisham :mamih ayo main yu sama aa
Abrisham: Mom let's play with aa
Mamih :ayo
Mommy: come on

From the conversation above, Abrisham is a 3-year-old child. Abrisham was with Mommy then he invited Mommy to play together. Abrisham said the utterance inviting to play by saying the word 'lets'. During the conversation, Abrisham said the word 'lets' to invite Mommy to play together. Mommy fulfilled Abrisham's invitation to play together. This reflected that the purpose of the sentence by Abrisham has been fulfilled. It means that Abrisham can say the sentence inviting properly and correctly.

e) Suggestion

Yule (Yule, 2020) in Erma states that suggestion is the speaker’s utterance to give an opinion about what the addressee should or not should not do. In this research, the writer found several utterances of 3-year-old children in daily conversation with mom that contain suggest intent. One of them is the conversation below:

http://eduvest.greenvest.co.id/indekx.php/edv 47
Data 5
Arzein: ibu sayang sama azen engga? ..
Arzein: ibu love with azen or not? ..
Ibu : mmmm sayang apa engga yaa ... ga ah
Ibu : mmmm love or not? No, ahh
Arzein : ko engga sih, harus sayang...
Arzein : how come it's not? Must love...

From the conversation above, Arzein is a 3-year-old child. He was with Mommy and asking about Mommy’s love. Then Arzein said the utterance suggesting to her Mommy that she must loving him. The purpose of the sentence by Arzein contains suggest intent. It means that Arzein can say the sentence suggestion properly and correctly.

f) Rejecting

In this research, the writer found several utterances of 3-year-old children in daily conversation with mom that contain rejecting intent. One of them is the conversation below:

Data 6
Mami : makan dulu
Mami : eat first, yes
Abrisham : gamau (sambil marah)
Abrisham : no (angry)

From the conversation above, Abrisham is a 3-year-old child. Abrisham was with Mommy then his Mommy asks Abrisham to eat first. Abrisham said the utterance rejecting to eat by saying the word ‘no’. During the conversation, Abrisham said the word 'no' to reject his Mommy’s request to eat. This reflected that the purpose of the sentence by Abrisham has been fulfilled. It means that Abrisham can say the sentence rejecting properly and correctly.

g) Begging

In this research, the writer found several utterances of 3-year-old children in daily conversation with mom that contain begging intent. Further explanation below:

Data 7
Ceysha : mamah minta sosisnya dong
Ceysha; mamah, I'm asking for sausages please
Mamah : emang ga kenyang ?
Mommi: is it not full?
Ceysha : sedikit aja pliss
Ceysha: just a little please

From the conversation above, Ceysha is a 3-year-old child. Ceysha was with Mommy and his Mommy was eat sausage. Ceysha said the utterance begging by saying the word ‘please’.

During the conversation, Ceysha said the word 'please' to beg his Mommy for more sausages. This reflected that the purpose of the sentence by Ceysha has been fulfilled. It means that Ceysha can say the sentence begging properly and correctly.

h) Asking

In this research, the writer found several utterances of 3-year-old children in daily conversation with mom that contain asking intent. The explanation below:

Data 8
Bilal : mami boleh ga main di luar ?
Bilal: mami may I play outside?
Mami: jangan ini panas banget. Nanti kepalanya pecah
Mami: no, this is hot, your head will break

From the conversation above, Bilal is a 3-year-old child. At the time, Bilal wants to play outside. Bilal said the utterance asking to get allow for playing outside by saying the word ‘may’. During the conversation, Bilal said the word 'may' to ask his Mommy for permission to play outside. This reflected that the purpose of the sentence by Bilal has been fulfilled. It means that Bilal can say the sentence asking properly and correctly.

i) Reporting
The writer found 3 utterances belong to reporting from the conversation of 3-year-old children with mom. The children usually reporting the something happens to them or if there are new unusual event. It can be shown in the conversation below:
Data 9
Bilal: mami kemarin bilal mau mainan, tapi kata ayah ga boleh
Bilal: Mom, yesterday I wanted a toy, but ayah said no
Mami: emang bilal mau mainan apa?
Mami: What toy do you want?
Bilal: Mobil tayo. Besok beli ya mih
Bilal: Tayo' car, tomorrow buy it, yes mih

From the conversation above, Bilal is a 3-year-old child. Bilal was reporting about yesterday's event to his Mom. Bilal said the utterance reporting not allow playing a toy with his father. It means that Bilal can say the sentence reporting properly and correctly.

j) Stating
The writer found 17 utterances belong to stating. Stating as the second most data that found in this research. It means that the children can state something that is found in their surroundings.
Data 10
Nabil: besok beliin buat aku lagi yaa mamih, yang banyak
Nabil: tomorrow buy more for me, yeah...
Mami: Jangan, seminggu sekali aja
Mami: no, only once a week.
Nabil: ah, mami mah pelit
Nabil: ah, stingy Mami

From the conversation above, Nabil is a 3-year-old child. Nabil was with Mommy and his Mommy gave a candy. Then Nabil said the utterance suggesting buying candy again tomorrow. But, Mommy not fulfilled Nabil’s suggestion to buy candy again. Then, Nabil said the utterance stating by saying the word 'stingy' to his Mommy. It means that Nabil can say the sentence stating properly and correctly.

k) Thanking
The writer only found 1 utterance that belongs to thanking. Thanking as the rare data found in this research. It means that because the children in 3 years old do not have full ability to giving thanking with the speaker. It will be explained below:
Data 11
Abrisham: “mamih, aku minta permennya boleh?”
Abrisham: “mamih, can I have some candy?”
Mamih: “ya, boleh nih”
Mamih: “yes, you can”
Abrisham: “makasih”
Abrisham: “thank you”
From the conversation above, Abrisham is a 3-year-old child. Abrisham was with Mommy and ask for the candy that her mother eating. Then, Mommy gave a candy. Then Abrisham said the utterance thanking by saying ‘thank you’ to his Mom. It means that Abrisham can say the sentence thanking properly and correctly.

B. The function of Directive Speech
Leech (Geoffrey, 1993) states that the social function of illocutionary acts can be divided into four types, according to the relationship of these functions with social goals of maintaining polite and respectable behavior.

Given this, the classification speech act according to Leech proposed the illocutionary acts based on its function. There are four types of illocutionary act function such as competitive, convivial, collaborative, and conflictive.

According to Leech directive speech acts are classified as competitive functions or competing with social goals.

These competitive goals are basic manners and intrinsically disrespectful and tend to cause conflict, such as commanding, requesting, asking, if they are told they tend to force.

<table>
<thead>
<tr>
<th>No</th>
<th>Function of directive speech</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>competitive</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>convivial</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>collaborative</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>conflictive</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
</tr>
</tbody>
</table>

The writer found three functions of directive speech employed by the children of 3 years old in mom and kids conversation. They are: competitive, convivial, and collaborative. These functions of directive speech are explained below:

a) Competitive
According to Leech (Geoffrey, 1993) illocutionary objectives compete with social objectives, for example governing, asking, demanding, begging, and rejecting. In this research, the writer found 36 functions of Competitive. They belong to asking, requesting, begging, and rejecting. It will be explained below:

Data 12
Arzein: *ibu kalo ibu sedih azein juga sedih trus azen sayang ibu banget. mau nenen dot ibuu*
Arzein: Mom, if you sad azen also sad, then azen dear Mom. Want to milk in bottle mom
*Ibu : udah kiss langsung minta nenen dot*
Ibu: already kissed immediately asking milk in the bottle

From the conversation above, Arzein is a 3-year-old child who has expressed feelings of affection to his mother. Then, Arzein also asking for milk.

It means that Arzein immediately revealed his goal was to ask for sweets without regard to his social goals. Based on that, Arzein's utterances are included in the competitive because he competes with her Mom, it is shown from his request to her Mom that he wants to drink milk. So, in this case, the function of directive speech is competitive

b) Convivial

Leech (Geoffrey, 1993) states that convivial is Illocutionary goals in line with social goals. The examples of this goal are offering, inviting, greeting, thanking, and congratulating. The result of this study found the conversations between children in 3 years old and Mom who had the function of directive speech act is convivial. The writer only found 5 utterances that have a function convivial. They belong to inviting, thanking, and suggestion. It will be explained below:

Data 13
Abrisham : mamih ayo main yu sama aa
Abrisham: Mom let's play with aa
Mamih : ayo
Mommy: come on

From the conversation above, Abrisham is a 3-year-old child. Abrisham was with Mommy then he invited Mommy to play together. Abrisham said the utterance inviting to play by saying the word 'lets'. During the conversation, Abrisham said the word 'lets' to invite Mommy to play together. Mommy fulfilled Abrisham's invitation to play together.

According to the conversation above, the function of the directive speech showed convivial because of illocutionary goals in line with social goals. Its showed in the word ‘Lets’ who have the intention to invite both to play together. So, in this case, the function of directive speech is convivial.

c) Collaborative

Leech (Geoffrey, 1993) states that in the collaborative, this illocutionary goal ignores social goals, this function commits the speaker to the truth of the expressed proposition. The examples of this goal are asserting, reporting, announcing, and instructing. Collaborative functions found in 28 utterances belong to stating, reporting, and commanding. Attention to the conversation below:

Data 14
Abrisham : mamihh tetehnya galak aku mau beli permen mentos tapi gaboleh, beliin cepet
Abrisham : mamih, teteh is fierce, I want to buy mentos’s candy no, buy it fast!
Mami : buat apa ?
Mami : what for?
Abrisham : biar mancul( air mancur) cococolanya kaya di yutup
Abrisham : so that the coca cola fountain-like in youtube
Mami : jangan ah
Mami : No, ah

From the conversation above, Abrisham is a 3-year-old child. Abrisham was with Mommy then he requesting to buy a mentos’ candy. Abrisham revealed the questions directly and honestly to his Mom. Then his mom answered ‘No’. Based on the conversation context above, it can be concluded that the function of directive speech employed by Abrisham is collaborative because this illocutionary goal ignores social
goals.

From the conversations above it can be concluded that the function of directive speech employed by the children of 3 years old in daily conversation with mom is collaborative. It included collaboration because involves other things. It can be the Mother or something else, so there is collaboration in the conversation.

Conclusion

This study has investigated the directive speech act at 3 years old children in mom and kids conversation. This study has formulated two research questions concerning the types and social functions of directive speech acts used by 3 years old children in mom and kids conversation. The data were taken from the daily conversations. Then, the data were analyzed based on Leech’s theory that classified the types of directive speech acts into 11 types and the social functions of directive speech into 3 functions.

This research was taken from 77 data from conversations between Mom and kids in their house in daily conversation. The data found 11 types of directive speech. The writer found 18 utterances belong to the request. Requesting as the most data that found in this research, because in daily activity kids often request something to her mom from they wake up until they sleep. In addition to requesting there are also many utterances spoken by 3 years old children in mom and kids conversation that showed directive speech act. Furthermore, the most found from the data is stating, there are found 17 utterances. It means that the children can state something that is found in their surroundings.

Meanwhile, the writer also found three functions of directive speech employed by the children of 3 years old in mom and kids conversation. They are: competitive, convivial, and collaborative. In this research, the writer found 36 functions belong to the competition. Competitive as the most data that found in this research, because there are so many interactions between kids and mom. Convivial and collaborative are rarely found because the children in 3 years old do not have full ability to inviting, thanking and give suggestions.

References