



**A SPEECH ACT ANALYSIS OF COMMANDS USED BY MALE AND  
FEMALE STUDENTS AT SIXTH SEMESTER ACADEMIC YEAR 2012 OF  
ENGLISH DEPARTMENT IN FACULTY OF LETTERS OF JEMBER  
UNIVERSITY**

THESIS

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Written by

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## DEDICATION

This thesis is dedicated to:

1. My greatest late mother, Ramini, who always supports me wherever she is. I do thank you Mom for your support and endless prayer. Thank you so much for your greatest love.
2. My beloved father, Budiarto, who always be my shoulder to cry on. He has inspired me to be a strong person, taught me how to survive with all obstacles, give me full support, affection and endless prayer. Thank you for the encouragement and for never let me giving up on every difficulty.
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**MOTTO**

“إِلهَآكُ ذِعْ بَدِ وَاِلهَآكُ ذِعْ تَعِينِ”

*“Only You (Allah) We Worship and Only You (Allah) We Seek Help and  
Forgiveness”*

QS: Al Fatihah



## DECLARATION

I hereby reveal that the thesis entitled *A Speech Act Analysis of Commands used by Male and Female Students at Sixth Semester Academic Year 2012 of English Department in Faculty of Letters of Jember University* is an original piece of writing. I guarantee that the analysis and the research described in this thesis have not already been conducted for any other degree or any publications.

I guarantee to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, December, 28<sup>th</sup> 2015

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## Summary

**A Speech Act Analysis of Commands Used By Male and Female Students at Sixth Semester Academic Year 2012 of English Department in Faculty of Letters of Jember University;** Gardynia Tata Novella; 2015; 47 pages; English Department, Faculty of Letters, Jember University.

Misunderstanding in a conversation caused by gender has become a growing issue for a long time. Gender is qualities and behaviours expected from a male or female by society that makes male and female are accused to have certain quality. The example of those qualities is women should use the low-rise intonation and command a wider range intonation. Psychologically women tend to think emotionally and man tends to think logically. Men tend to use direct language than women. One of the examples is the way of giving command. Sometime woman and man are hard to understand each other. Those differences lead the researcher to study the differences between a man and a woman in giving command in English because different way of thinking may lead to different understanding. Misunderstanding leads to disappointment.

The goal of this research is to identify the types of command in English which is mostly used by male and female students in seventh semester of English Department in Faculty of Letters of Jember University, to identify the types of command strategies that they mostly used related to the gender and also to find the factors that related to gender that influence the selection of using the command. The results are expected to help male and female students to understand each other; with expectation the answer will reduce misunderstanding between male and female students. By using the result male will try to understand female and vice versa.

This research uses Blum-Kulka (1982) DCT theory to investigate the case happens in this study. In classifying commands the researcher uses theory of commands conducted by Holmes in Richards and Schmidt (1983).

The study applies qualitative research with sixth semester academic year 2012 of English Department in Faculty of Letters of Jember University as the object. This study deals with interlanguage pragmatics of speech act which focuses on study of linguistic commands.





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## CHAPTER 1. INTRODUCTION

This chapter presents some information regarding this study. Section 1.1 is to examine background information. Section 1.2, elaborates the topic of the research. Section 1.3 describes the problem of study. Section 1.4 presents the purposes of the research. Next section is consists of the question asked in this study. Finally, the last section, 1.6, describes about the organization of the thesis.

### 1.1 The Background of The Study

Language is one of the most important aspects in human life. It is used by people to express or exchange information, thoughts, feeling or ideas and the process is called as communication. Palmer (1981:11) defines that “Language is regarded as an information system or more strictly as a communication system; it will associate a message (the meaning) with a set of signs (the sounds of language or the symbols of the written text)”. People usually transfer their ideas, feelings, emotions, experiences and thoughts. They are also able to exchange knowledge, beliefs, opinions, wishes, commands, thanks, promises, declarations, and many more things through communication process. In communication process, the nature of language will be hard to understand unless the speaker and the hearer understand how it is used in communication. Languages are used to facilitate interactions and supply individuals with successful communication but simply grammatical and lexical knowledge of languages cannot guarantee such an aim; therefore, there is a need for another branch of linguistics called pragmatics, which directly deals with the quality of human communication (Uso-Juan & Martinez-Flor, 2008). Although there is not a clear cut

definition for this term, all linguists are of the same opinion that it includes social and contextual factors underlying languages and refers “to those norms of interaction that are shared by the members of a given speech community in order to establish and maintain successful communication” (Uso-Juan & Martinez-Flor, 2008, p. 349). Crystal (1997, cited in Kasper & Rose, 2001) defines this term as “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication”.

For individuals to be competent in a language, along with the need for grammatical and lexical competence, there is a need for pragmatic competence. Individuals seem to have a tendency of creating their own pragmatic rules while learning a new language which has been referred to as interlanguage pragmatics (Eslami-Rasekh, 2005). Since the students of English Department of Faculty of Letters are English non-native speaker and they learn English as foreign language, so the theory of interlanguage is used here. Kasper and Rose (2002:05) stated “interlanguage pragmatics is the study of second language use; interlanguage pragmatics examines how non-native speakers comprehend and produce actions in a target language. As the study of second language learning, interlanguage pragmatics investigates how L2 learners develop the ability to understand and perform actions in a target language”. Literature reveals that interlanguage pragmatics of language learners does not develop alongside their grammatical competence and the native speakers’ pragmatics knowledge is different from the one of the language learners (Kasper, 1997). It means that for individual who learn a foreign language, in this case is English, have different ability in acquiring pragmatic competence, different with the native speaker of the language. Native speaker of a language will develop their pragmatic competence along with their grammatical competence, since they live in the environment which uses the language in their daily life.

The discrepancy regarding the pragmatic competence of native and non-native speakers of a language has been the focus for many researches in the field of

linguistics. Some linguists have only concentrated on studying one language while others have focused on cross-cultural studies regarding interlanguage. However, English has been the most investigated target language and speech acts are the most selected area of study. The use of language cannot be apart from its interaction with gender. Since, human being was created by God with only two types of gender, they are male and female. Gender difference has entered into English language studies as a linguistic variable for a long time and the relation between language and gender has become one of the major issue in linguistic. In general, female tends to be womanly in manner and in the way of communicating. Man tends to be masculine as the nature of man in showing power. Spolsky (1998: 36) stated, "Language reflects, records, and transmits social differences", according to the statement above, it is expected that men and women use language in different ways because of gender differences. Thus, it has been argued that women have a different way of speaking from men, a way that both reflects and produces a subordinate position in society which is imposed on women by societal norms in order to keep women in their place (Lakoff, 1975) therefore they are assumed to be more polite than men who are superior to them (Lakoff, 1975; Brown, 1980; Tannen, 1991; Holmes, 1995). This causes woman tends to talk indirectly and man tends to talk directly. This condition creates problem. Man usually does not give a right response to a female speaker because they talk and act based on what is demanded by society according to their gender. One of the conditions is the differences of woman and man in giving commands. Command is some parts of speech acts in pragmatic study as well as apology, complaint, invitation, promise or request. Each type of speech act is used based on the speaker's communicative intention in producing an utterance. It aims to make the hearer to be able to understand and grasp the intentions of the speaker. Bach (1982:153) explains that to be success in communicating can be obtained when the speaker chose to use the word that well-suited with the hearer wants and in accordance with the circumstances and the intentions of what is conveyed can be understood.

According to Yule (1996:54), one of the speech acts used to convey speaker's thoughts, feelings, intentions and desires to others is known as commands. Commands are used when the speaker wants the hearer to do something that the speaker wants. In indirect command the speaker is not just giving orders to the hearer, but normally the speaker expects that the hearer do and obey what he has commanded.

This study will take male and female sixth semester students of English Department in Faculty of Letters of Jember University as an object. The researcher will investigate what type of English command strategy which is usually used by male and female of sixth semester students of English Department in Faculty of Letters of Jember University. Concerning the differences between male and female in general, the researcher tries to find out the differences between the way how male and female students give commands. Sixth semester students is taken as the object because they have already took various kinds of subjects such as Grammar and Structure, speaking, writing, and etc. so they have enough knowledge to produce a variety utterances in English.

## **1.2 Research Topic**

This study deals with interlanguage pragmatics of speech act which focuses on study of linguistic command. The researcher will apply command's theory to analyse the types of command that is mostly used by the sixth semester students of English Department in Faculty of Letters of Jember University related to their gender.

## **1.3 Research Problems**

The problem that leads this study to be held is the common case of misunderstanding in a conversation caused by gender. Related to the meaning of gender that is qualities and behaviours expected from a male or female by society

makes male and female are accused of having certain quality. The example of those qualities is women should use the low-rise intonation and command a wider range intonation. Psychologically women tend to think emotionally and man tends to think logically. Men tend to use direct language than women. One of the examples is the way of giving command. Sometimes a woman and man are hard to understand each other. Those differences lead the researcher to study the differences between a man and a woman in giving command because different way of thinking may lead to different understanding. Misunderstanding leads to disappointment.

#### **1.4 Purposes**

The first aim of this study is to identify the types of command which is mostly used by male and female students in sixth semester of English Department in Faculty of Letters of Jember University. The result will help male and female students to understand each other. The second is to know why is that command is mostly used. The result will help the researcher to know the reason the learner use the certain type of command. The result is expected to find the difference between male and female in using command. The third aim is to identify what are the factors that related to gender that influence the selection of using the command. The answer will reduce misunderstanding between male and female students. By using the result male will try to understand female and vice versa

#### **1.5 Research Questions**

There are three research questions that will lead this study:

- 1) What type of a command which is mostly used by male and female students in sixth semester of English Department in Faculty of Letters of Jember University?
- 2) Why is that command used the most?

- 3) What are the influences of the gender in choosing the type of command and to what extend does gender influence the choosing of command?

### **1.6 The Organization of The Thesis**

This study is divided into five chapters. First, chapter one is introduction which contains of the background of the study, research topic, research problem, purposes, research questions, and the organization of the thesis.

Second, chapter two is theoretical review which consists of two parts; they are literature review and theoretical framework. Literature review contains of some previous researches which have similar topic and correlation to this study. For the theoretical framework, it provides some theories which are described by some linguists which have a correlation with the topic discussed in this study.

Third, chapter three works with the research methodology which is used in this study. This chapter consists of type of research, research strategy, data collection, data processing, and data analysis.

Fourth, chapter four deals with the results and the discussion of the data analysis. It shows the classifications of the data based on Holmes commands theory (2001) and the discussion of those data.

Fifth, chapter five comes as the last chapter. It composes the conclusion of the discussion in the previous chapter.



## CHAPTER 2. LITERATURE REVIEW

This chapter focuses on the review of literature. Section 2.1 gives examples of previous researches and the contribution of those researches to this study. Section 2.2.1 elaborates on the concept of pragmatics and its two subsections describe the literature on the definitions of pragmatics and the pragmatics schools of thought. Next section, 2.2.2 is concerned with theory of speech acts and includes four subsections studying this theory in depth. Section 2.2.3 explains interlanguage pragmatics. Section 2.2.4 describe about speech act command. This is followed by the explanation about gender including language and gender in section 2.2.5 and its subsequent subsections.

### 2.1 Previous Research

The first research which is used as reference by the researcher is a thesis written by Wynni. "Indirect Commands in Nanny 911 Reality Show". 2010. She analysed about indirect commands found in the reality show: *Nanny 911*. She found that command closely related with politeness. The goal of this study is to know the politeness strategy which was used in producing indirect commands and to know the possibility factors that influence the speaker in expressing indirect commands. The researcher used command's theory of Searle, politeness strategy by Yule, and speaking theory by Hymes to analyse the contexts. The result of this study is that the solidarity strategy was found as the dominant strategy which was used in this reality show, and there are three factors that influence the speaker in using indirect commands. They include situation, participants of the conversation and purpose, and

the dominant factor was the purpose in producing indirect commands. This research helps the researcher to understand the indirect command which is used by female.

The next research is a thesis written by Widowati, 2012, "A Pragmatic Analysis of Speech Act of Commands by The Main Character in The Film *ELIZABETH: The Golden Age*". This study analysed the types of commands that mostly used by the main character in the film *Elizabeth: The Golden Age*. The researcher also identified the form of commands used by the main character and she tried to find the strategy to express commands. Widowati applied descriptive qualitative approach and the data were in the forms of dialogues in movie transcript of the film entitled *Elizabeth: The Golden Age*. She used George Yule's theory of command to conduct her research. She also used Holmes's theory (1983) and Brown and Levinson's theory (1978) as supporting theory. The results of this study are, first, there are two types of commands that the main character used and mostly she used direct commands. Second, there are seven forms of command in this movie. The classification of the direct command's forms were base form of verb, imperative + modifier and let + first person pronoun, and the classification of the indirect command's forms are you + imperatives, embedded agent, verb ellipsis, and hints. In producing commands, the main character of the movie *Elizabeth: The Golden Age* used four strategies such as four strategies bald on record, positive politeness, negative politeness, and off record, but she mostly used bald on record to show she has a great power as a queen. This research help the researcher in finding the right theory used to identify types of commands.

The last research is a journal entitled, "To Command or to ask? Gender and Effectiveness of 'tough' vs. 'soft' compliance-gaining strategies" written by Dolinska and Dolinski and published by Psychology Press. The research which has been done by Dolinska and Dolinski is an experimental research done by Carli (1990). The general thought that women are more effective using direct strategies in social influence to address woman, and indirect strategies to address men cannot be proved

The result of the research shows that both sexes are more successful when asking their own sex, but commanding members of the opposite sex. This journal gives a picture of general assumptions which are not always right about male and female in the way they are communicating. This journal gives an example of data collecting that can be done when we want to examine the difference between male and female when it relates to language because this journal shows more than one type of experiments and it is also provided by clear result explanations.

## **2.2 Theoretical Framework**

### **2.2.1 Pragmatic**

Levinson (2003:5) stated that pragmatics was the study of language usage. It is quite broad definition for the second language learner. The supporting definition was stated by Yule, (1996:127) he states, “The study of intended speaker meaning is called pragmatics”. When involved in a conversation, pragmatics is a way for the hearer to understand the meaning of what the speaker said. He also stated that (1996:3), pragmatics has some different definitions and backgrounds, firstly, and pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). This background creates a definition of pragmatics that is pragmatics is the study of the speaker meaning. It means that pragmatics is concerned about what the meaning of the speakers said. Secondly, pragmatics necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. This statement defined that pragmatics is the study of contextual meaning. Thirdly, pragmatics also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker’s intended meaning. This type of study explores how a great deal of what is unsaid is recognized as part of what is communicated. This statement defines as pragmatics is the study of how more gets communicated than is

said. Pragmatics also concern about the invisible meaning of the speaker's said, it's about how the listener be able to interpret the invisible meaning of the speaker that in fact is not said. The last is pragmatics related to the notion of distance, on the assumption of how close or distant the listener is, speaker determines how much needs to be said. It defines as pragmatics is the study of the expression of relative distance. This point concerned about the factor of the speaker in choosing which one that have to say and vice versa.

In conclusion, pragmatics is a study of meaning which is uttered by the speaker (or the writer) and interpreted by the listener (or the reader) in a certain context in order to deliver speaker's intentions.

### **2.2.2 Interlanguage Pragmatics**

This study examines the ability of the students of English faculty of Jember University in understanding some situations in order to trigger them to give a feedback in a form of command. That is why this study is included in interlanguage pragmatics. Kasper and Rose (2002:5) stated that interlanguage pragmatics examines how non-native speakers comprehend and produce actions in a target language. As the study of second language learning, interlanguage pragmatics investigates how L2 learners develop the ability to understand and perform actions in a target language. In this case, the non-native speaker is the students of English faculty of Jember University. The second language and the target language which is learned by them is English. The produced action which is required by the researcher is pragmatic form of commands.

### **2.2.3 Speech Act**

According to Yule (1996:47), Speech act is an action that expressed by utterances including request, apology, command, promise, complaint, compliment, or

invitation. It can be concluded that actually the function of speech act is to utter what the speaker wants to say to the hearer and to help the hearer interpret the intended meaning of the speaker. The following paragraph will discuss about two types of speech act, direct and indirect speech act.

a. Direct Indirect Speech Acts

1) Direct Speech Act

Yule (1996:54-55) defines, “Whenever there is a direct relationship between a structure and a function we have direct speech act”. Direct speech act is used to describe the speaker’s actions. Therefore the hearer can interpret the intention of the speaker based on what the speaker said.

2) Indirect Speech Act

Yule (1996:55) states, “Whenever there is an indirect relationship between a structure and a function, we have indirect speech act”. When a speaker communicates to the listener by using indirect speech act, it means that the speaker says something more than what he or she actually says. So, the hearer has to find out what the intended meaning of the speaker.

b. The Classification of Speech Act

Yule (1996:53) classified speech act into five types based on the general function of speech act, they are declarations, representatives, expressive, directives, and commissives.

1) Declarations

Yule (1996:53) states, “Declarations are those kinds of speech acts that change the world via their utterance”. The speaker is able to change the situation by using declarations. According to Yule, the speaker has to have special institutional role, in a specific context in order to use declaration correctly.

## 2) Representatives

Yule (1996:53) states, “Representatives are those kinds of speech acts that state what the speaker believes to be the case or not”. The speaker uses speech act representatives to representing what he or she believes including statement or fact, assertions, conclusions, and descriptions.

## 3) Expressives

Yule (1996:53) states, “Expressives are those kinds of speech acts that state what the speaker feels”. The speaker uses speech act expressive to express statements of pleasure, pain, likes, dislikes, joy or sorrow. The speaker also uses this kind of speech act to apologize, congratulate and thanking.

## 4) Directives

Yule (1996:53) states, “Directives are those kinds of speech acts that state that the speakers use to get someone else to do something”. The speaker is able to use directives to ask somebody else do something for her or him. They are including commands, orders, requests, suggestions and invitations.

## 5) Commissive

Yule (1996:53) states, “Commissives are those kinds of speech acts that state that speakers use to commit themselves to some future action”. Utterances that classified into commissives are promises, threats, refusals and pledges.

### 2.2.4 Command

Command is a kind of orders given by the speaker that should be done by the hearer. The speaker used command to control the hearer in order to tell them to do something. Indirectly there is an intended meaning in every command that is produced; it is a necessity that command to be done by the hearer because in the

viewpoint of the speaker who gave command, commands are very important to be employed.

Holmes (2001: 290) stated, “Order and commands are generally expressed in imperative form”. Imperative form is a form that the instruction has a need to be done. However, declarative and interrogative form also used to make a command. Coulthard (2004:24) states, “Any declarative or interrogative form can be interpreted as a command if it refers to an action or an activity which is proscribed when the speaker utters it”.

Based on Holmes in Richards and Schmidt (1983), there same categories of command’s form. They are will be explained in the follow:

a. Imperatives

There are six structural variants of directive speech acts in the form of imperative, which include commands as the imperative form. They are:

1) Base form of verb

Which is called base form of verb is the first form of verb. For example, “Put your hands up” and “Shut your mouth”. The word “Put” and “Shut” are verb.

2) You + imperatives

You + Imperatives are the forms of a verb that expresses commands. Especially, when a subject is needed, for example when commands are given to more than one person or group, the subject may have either front or end position. For example, “You look here!” and “You go with your work!”.

3) Verb ellipsis

It is the leaving out of a word or word form of verb. Some examples are ‘Hands up’ and ‘Blackboards’.

4) Imperative + Modifier

This type of imperative is the form of a verb that expresses commands. Modifier is a word or phrase, such as “please”, address forms, and modal tags. Some examples of imperative + modifier are “Children look this way, please” and “Please, turn around”.

5) Let + first person pronoun

A pronoun is a word used in place of a noun or noun phrase, e.g. I, me, she, her, he, his, we, us, you, they, them, it, there. Some examples are ‘Let’s finish there’, ‘Let’s try it’, and ‘Let’s find her’.

b. Declaratives

There are two variants of directive speech acts which include commands as the declarative form, they are:

1) Embedded agent

Holmes in Richards and Schmidt (1983) stated “Declaratives, in this category, can be identified by the fact that the agent and the required activity are expressed explicitly in an embedded or a subordinate clause”. In many cases the main clause was introduced by ‘I want’ or ‘I’d like’. For example, “I’d like everyone sitting on the mat” and “I want you to draw a picture”.

2) Hints

According to Holmes in Richards and Schmidt (1983) “Hints require addressees to infer what is required from their knowledge about the context or meaning of the speaker’s utterance.” For example, “Kelly’s hand is up!”, “I’m not going to do it by myself”, and “I like the way you stood up quickly Neil”.



### 2.2.5 Gender

#### a. Sex and Gender

Eckert and Ginet (2003-10) differentiate sex and gender with an explanation that Sex is classified based on a biological categorization based primarily on reproductive potential, whilst gender is the social elaboration of biological sex. It means that sex generally refers to anatomy. A person can be said as a male or female when he or she has external sex organ, internal sex organ and secondary sexual development of puberty.

Based on sex, we are called as man if we have male organs and we are called as woman if we have female organs. Otherwise, based on gender, it is classified from masculinity and femininity. This masculinity and femininity are the quality and behaviour expected by society.

It can be concluded that gender is every aspect related to physic, biological characteristic, mental and behavioural that classified us into masculinity and femininity.

#### b. Language and Gender

According to Eckert and Ginet (2003-9) “Gender is embedded so thoroughly in our institutions, our actions, our beliefs, and our desires, that it appears to us to be completely natural”. It is concluded that gender has a big influence in the way we are talking, the way we are thinking, influence how we act and our viewpoint. The analysis of the cause of the difference in English language has been reported in an international journal published by Asian Social Science entitled *On Gender Difference in English Language and Its Cause*. This journal reported that there is a difference of gender in using English language and the cause. The journal states that there are some differences between man and woman styles in using language. Some of those differences are:

1) In the vocabulary used

Male speakers often used taboo words and slang in their daily speeches. Taboo words and slang can be found more frequently in men's language than in women's, though they are of the same educational level. Other studies also show that males tend to command a more vernacular style than females.

2) Difference in Topic-Selection

Men and women are also found different in topic selection, for example, politics and economics are major topics chosen by male speakers, while education and family are the ones for female speakers.

3) Difference in Attitudes in Face of Unlucky Events or Complaints

When in face of unlucky events or complaints, conveyed through conversation, men and women also display difference, for men always try to offer solutions while women often offer sympathy.

4) Difference in Giving Orders

With regard to giving orders, linguists also analysed the differences between how males and females, mainly bosses, giving orders to their staff in their workplace. In order not to appear bossy to their subordinates, the phrases women bosses usually use are 'I would', 'Is there any way we could', 'Maybe we should'. Women's style of talking makes them seem less capable and less confident, for they want to be seen as being easy of approach. This indicates the truth that though women are of higher status, they still stick to their particular style that is less powerful and indirect. On the contrary, men bosses use fewer words when giving orders and tend to be more direct.

5) Women usually express their request in the form of proposals.

These proposals are in need of winning agreement before being carried out. As a result, the request pattern of women can be described by the word “indirect” while a direct way characterized the features of men’s style of request.

6) Difference in Amount of Talk

The amount of talk is another field where men and women display the difference in their language. Usually men talk much more than women in public communications. In contrast to that women talk much more in their family than men do.

c. The Cause of Difference in Male and Female Way of Communication

1) Early Childhood Socialization

Boys have been socialized differently from girls. For example, girls are taught to talk in small groups and play toys. They always pay attention to behave themselves in a polite and ladylike way. On the contrary, boys are taught to play in large groups, trying their best to win the dominance through their efforts. Then after they become adults, they bring their respective childhood socialization with them, which is reflected through their communication style.

2) Cultural and Social Expectation

Linguists pointed out that much of gendered behaviour is a kind of learned behaviour as a result of the expectation from culture and society. After one’s birth in a certain realm, language, culture and society integrate together to give the new member a specific level of recognition or expectation. Charlotte Krolokke’s (2003) statement best testifies this point. According to her opinion, when speakers are under a conversational context, there is an expectation for women and girls to show that they are of the same opinion with other speakers. But as for men and boys, talk is a

kind of means to gain status or dominance in order to show that they are unique. The following is the specific expectation from culture and society.

### 3) Cultural Expectation

Language is the carrier of culture, which at the same time, restricts the language. Women's speech just reflects the cultural expectations which call for niceness, politeness and ladylike expression, which is educated diction, avoiding bad words. At the same time, sexual terms are more acceptable to be used by men, who will be regarded as "one of the guys". A culture usually divides behaviours into masculine and feminine. In our culture we are likely to regard the men who show the behaviours, styles, or interests that are usually attached to women as "womanish" and to call the boys who behave in this way "sissies." Women who have interests that usually belong to men are referred to as "manish" and the girls who behave in this way are often called "tomboys." As a result, even a little boy, knows the way in which he should behave himself, for he is afraid of being referred to as "sissy". In one word, no matter a man or a woman has to pay attention to his or her speech and behaviour because there is a division given out by their culture, which is deep-rooted in their mind.

### 4) Social Expectation

Women are inferior to men in society. Men hold absolute dominance, while women are put women are different from each other in topic selection in conversation. It is the Social values that confine female speakers to certain topics such as child-bearing, personal relationships into secondary status. This reason can best explain why women are indirect in proposing their request even orders.

d. Different Role of Language as of Men and Women

1) Definition of gender role.

Gender role refers to the behaviours and desires to act in certain ways that are viewed as masculine or feminine by a particular culture. It has to be clear that language plays a key role in the construction and socialization of gender roles. Following come the specific role of language for men and women.

2) The Role of Language for Men and Women

For most women, language is mainly helpful to establish harmonious interpersonal relationship. For most men it is a mean to preserve authority and maintain status in a competitive society. What's more, according to past sociolinguistic studies, harmony-seeking can be considered as of inferior social status among men. Therefore, the reason for their different communication styles is that in fact the purposes they use language in conversation are not the same.

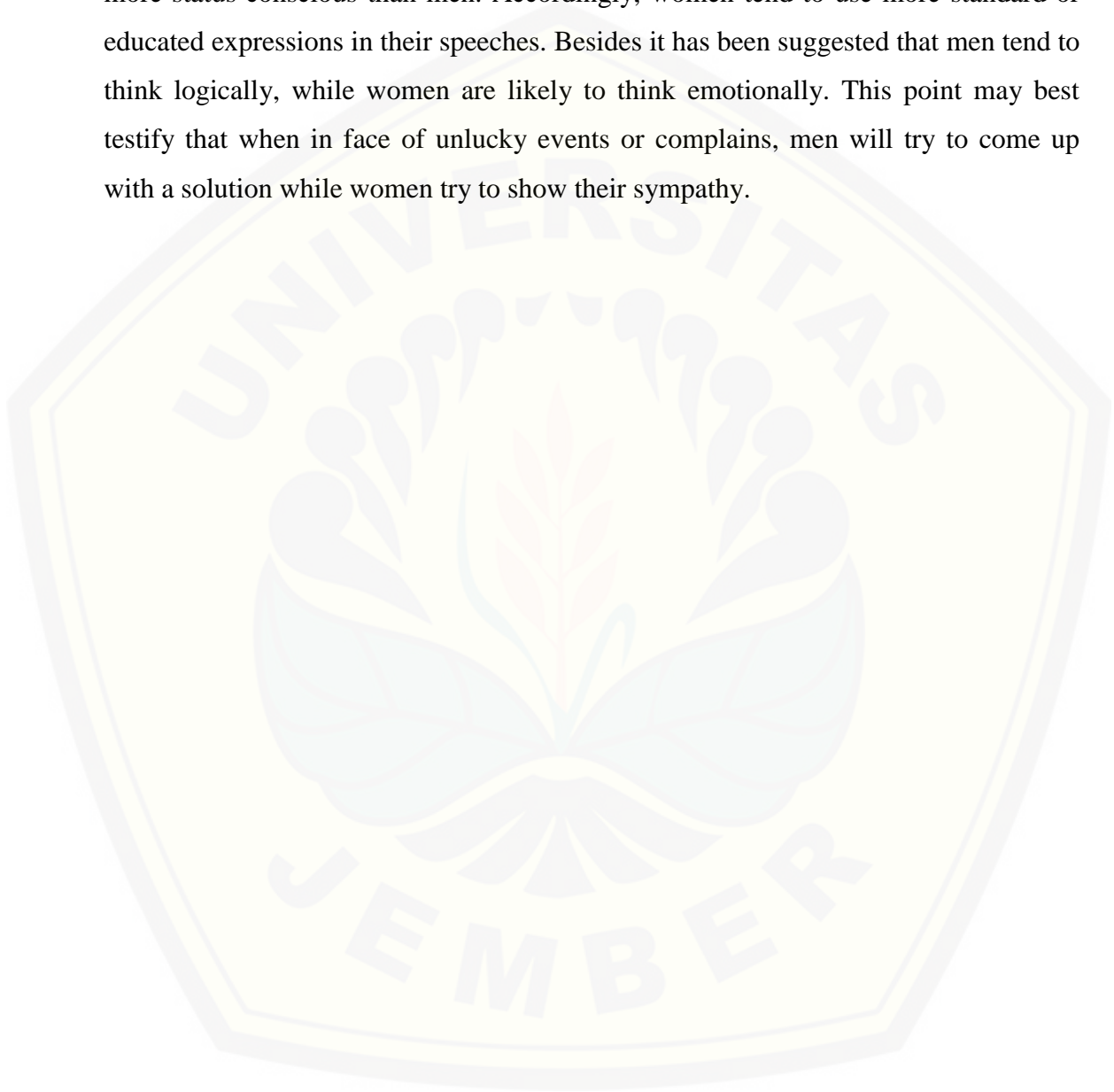
e. Physiological and Psychological differences of Men and Women

1) Physiological Factors

There is a famous saying that men are from Mars and women are from Venus. Certainly we cannot therefore attribute the difference between women and men to this saying. Thanks to modern science which has provided some credible evidence. It has been widely known that language ability is controlled by the left part of the brain. However, researchers from Georgetown University headed by Michael Ullman recently claim that boys and girls tend to use different parts of their brain to learn some fundamental parts of grammar and certain diction learning. This study may explain the differences between men and women in diction the correctness of grammar.

## 2) Psychological Factors

In most English speaking communities, it has been discovered that women are more status-conscious than men. Accordingly, women tend to use more standard or educated expressions in their speeches. Besides it has been suggested that men tend to think logically, while women are likely to think emotionally. This point may best testify that when in face of unlucky events or complains, men will try to come up with a solution while women try to show their sympathy.



## **CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY**

This chapter is an overall description of the research methodology used in this study. The chapter consists of 5 main sections. In section 3.1, the type of research use in this study, is presented. Context, section 3.2, focuses on the approaches used as strategy of this research. Data collection is on the next section. Section 3.4 is focuses on data processing. Afterward, the last section is section 3.5, data analysis. Data analysis is focusing on analysing the data collected in this research.

### **3.1 The Type of Research**

The type of this research is qualitative research. According to Denscombe (2007:248), Qualitative research tends to be associated with words or images as the unit of analysis. Moreover Dornyei stated that “During data processing most data are transform into a textual form because most qualitative data analysis is done with words” (2007:38). The researcher uses this method because of the depiction and explanation of the data in this study did not use numerical analysis otherwise by using textual form that is descriptive analysis.

### **3.2 Research Strategy**

Based on Blaxter et al, there are two types of research strategy, they are library research and field research (1996:90). Library research is the research that the data collection can be done on the desk. The researcher does not need to find the necessary data by observing what is in the field. In this research, the researcher used

field research by delivering questionnaires to the chosen respondents. Field research is considered as the fastest and gives the most genuine result because the researcher faces the respondents directly, so the researcher can directly see the process of answering questionnaire by the respondents. In this way the researcher can make sure that the answers are genuinely based on the respondent knowledge without interference of others.

### **3.3 Data Collection**

In conducting this research, the researcher chooses to use questionnaire. Questionnaire used in this research is DCT. DCT is a tool that has been used in the field of pragmatics ever since. Blum-Kulka (1982) stated that for the sake of investigating speech acts, Discourse Completion Tasks (hereafter DCT) have been extensively used in studies of pragmatic knowledge. Generally, there are six types of DCT. They are Written Discourse Completion Task (WDCT), Multiple-choice Discourse Completion Task (MDCT), Oral Discourse Completion Task (ODCT), Discourse Role-Play Task (DRPT), Discourse Self-Assessment Task (DSAT), and Role-Play Self-Assessment (RPSA).

In this study the researcher decides to use the first type of DCT that is Written Discourse Completion Task. This type of DCT is used with a consideration that the respondent will be more open in answering the questionnaire and this type of DCT is also regarded as the easiest and the fastest way in collecting data. The DCT itself involves a written description of a situation then the respondent are asked to answer the question about what will they say if they are in that situation on the empty space provides by the researcher under every question. The context specified in the situation is designed in such a way that the particular pragmatic aspect under study is elicited.



The use of DCTs allows the researcher to collect a large amount of data in a relatively short period of time (Houck & Gass, 1996).

There are two steps in answering the questionnaire. The first is finding out the respondent proficiency to homogenize them, this phase is actually not really important but cannot be omitted, since the respondent of this research is already homogenous. The DCT delivered by the researcher is equipped with personal test of every respondent in order to know their knowledge level. By this way the researcher will know which questionnaire is regarded as valid or invalid.

This study takes all of sixth semester or 2012 English Department students of Faculty of Letters. The number of participants in this research is 114 students, male participants 29 students and 85 students for female participants.

### **3.4 Data Processing**

After collecting the data from the questionnaire, the first thing that the researcher will do is analyzing which questionnaire is valid according to self proficiency of every respondent. Then the questionnaires which are regarded as valid will be analyzed to find the answers which are in form of command. Then those data will be classified into two parts related to the gender. Those are the data taken from male respondents and the data taken from female respondents. After that the researcher will group the data into every form of commands. By the last step the researcher will find the type of commands strategy that the respondent mostly used related to their gender.

### **3.5 Data Analysis**

After classifying the data into two parts, male and female command's utterances, the first thing that the researchers do is to analyse the data by using Holmes theory of command's strategy. The researcher will classify the data into two

parts; they are direct commands and indirect commands and what is the type of commands that they mostly used related to the gender. The second step is the researcher will analysed what is the influence of the gender itself in choosing the type of command's utterances.



## CHAPTER 5. CONCLUSION

This last chapter provides the conclusion of what have been analysed in the previous chapter. From the analysis, it is found that from 114 questionnaires delivered by the researcher to 85 female students and 29 male students with 5 numbers questions of questionnaire the researcher got 203 total numbers of commands uttered by male and female students of English Faculty of Jember.

The type of command which is mostly used by male and female students in sixth semester of English Department in Faculty of Letters of Jember University is imperative Base Form of Verb Commands. According to the research done by the researcher this finding was caused by the situation that is written in the questionnaire. In the questionnaire, most of the hearer which is put in a certain condition is in equal situation. That is why most of the respondent uses imperative form or direct command. According to Eckert and Ginet (2003-9), "woman still stick to their particular style that is less powerful and indirect." However, according to the whole research result, when the situation between the hearers is equal to the speakers both of male and female students tend to use direct commands or imperatives form of commands.

This study found that most of the male and female students use imperative declarative form of language but there is a certain difference. Although most of them use imperative but male uses imperative more often than female and female uses declarative more often than male students. Male produce 81,3% imperative and female produce 66,9% imperative. Declarative command in male is 18,6% and in female 33,07%.

From the result above we can conclude that the theory delivered by Eckert and Ginet (2003-9), "woman still stick to their particular style that is less powerful and

indirect,” is right especially when the hearer is male. This can be proved by the finding that female tend to use declarative form than male in question number one of questionnaire. The difference percentage between male and female students in using declarative type of commands can be found in every question of questionnaire. Female students get the higher percentage of declarative types of commands compare to male in every question of questionnaire. The percentage of male in using declarative type of commands is EA = 0 = 0% ; Hints =14= 18,42 % and for female students EA =5 =3,7% ; Hints =43=32,3%.

All in all, from the 203 commands found in questionnaire 81,3% of commands uttered by male students are imperative and 18,6 % is declarative and for female 66,9% imperative form of command and 33,07% is declarative. It shows that female tend to use declarative or indirect type of commands. The conclusion above answers the third question that is “what are the influences of the gender in choosing type of command and to what extend does gender influence the choosing of commands?”. The influence of the gender in choosing commands is the situation and to whom they are talking to. Most of male tend to use imperative form to every situation and to whom they are talking to but female tend to use declarative when they talk to male in a vulnerable situation that will make the hearer will easily resent.

By this finding the researcher expects that this study will give a contribution to the next inter-language pragmatic research especially when the research is related to the gender and language. The researcher also expects that this finding will help different gender in understanding each other, so misunderstanding that usually happen between male and female can be diminished.

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APPENDICES

a. Types of Commands that uttered by Female students of at Sixth Semester Academic Year 2012 of English Department in Faculty of Letters of Jember

Description:

1. **BFOV : Best form of Verb**
2. **PPFOV : Present Participle form of Verb**
3. **You + Imperatives**
4. **VE : Verb Ellipsis**
5. **Imp + Mod : Imperatives + Modifier**
6. **Let + FPP : Let + First Person Pronoun**
7. **EA : Embedded Agents**
8. **Hints**

No.	Utterances	Types of Command
1.	<i>"Please change your dress!"</i>	Imperative + Modifier
2.	<i>"Excuse me, Stay in line please!"</i>	Imperative + Modifier
3.	<i>"You are better if you change your dress!"</i>	Hint
4.	<i>"Don't you see that everyone is queuing?"</i>	Hint
5.	<i>"Turn your music off please!"</i>	Imperative + Modifier
6.	<i>"Hurry up!"</i>	Verb Ellipsis
7.	<i>"Let's go faster!"</i>	Let + First Person Pronoun
8.	<i>"I want you to move!"</i>	Embedded Agent
9.	<i>"Keep silent!"</i>	BFOV
10.	<i>"Go to the back of the line!"</i>	BFOV
11.	<i>"Keep your promise to stay quiet!"</i>	BFOV
12.	<i>"Turn off your music please!"</i>	Imperative + Modifier
13.	<i>"Hurry up please!"</i>	Imperative + Modifier
14.	<i>"I have to study for exam!"</i>	Hint
15.	<i>"Are you comfortable with that dress?"</i>	Hint



16.	<i>"Have you ever got the queue lesson?"</i>	Hint
17.	<i>"Have you done?"</i>	Hint
18.	<i>"I want you to shut your mouth!"</i>	Embedded Agent
19.	<i>"Change your clothes!"</i>	BFOV
20.	<i>"Hey, can you read that queuing sign?"</i>	Hint
21.	<i>"Turn it off!"</i>	BFOV
22.	<i>"Get yourself ready in 5 minutes!"</i>	BFOV
23.	<i>"Don't you want to wear other clothes?"</i>	Hint
24.	<i>"First comes, first serves!"</i>	Hint
25.	<i>"Excuse me, everybody here is queuing, including you!"</i>	Hint
26.	<i>"Please, turn off the music!"</i>	Imperative + Modifier
27.	<i>"Love, change your clothes!"</i>	BFOV
28.	<i>"That outfit doesn't work on you!"</i>	Hint
29.	<i>"Stay in line, please!"</i>	Imperative + Modifier
27.	<i>"Hurry up!"</i>	Verb Ellipsis
28.	<i>"Change your dress, please!"</i>	Imperative + Modifier
29.	<i>"Just keep queuing, please!"</i>	Imperative + Modifier
30.	<i>"Are you really going to dress up like this?"</i>	Hint
31.	<i>"Please turn off the music!"</i>	Imperative + Modifier
32.	<i>"We will not be late if we got ready earlier!"</i>	Hint
33.	<i>"You look prettier if you wear your other clothes!"</i>	Hint
34.	<i>"We are already queue in this line, so please be a human!"</i>	Hint
35.	<i>"Are you sure that you'll be there wearing that dress?"</i>	Hint
36.	<i>"In line, please!"</i>	Imperative + Modifier
37.	<i>"Please be quick!"</i>	Imperative + Modifier
38.	<i>"Change your dress now!"</i>	BFOV
39.	<i>"Please turn off your music!"</i>	Imperative + Modifier
40.	<i>"Please don't cut the line!"</i>	Imperative + Modifier
41.	<i>"Keep silent!"</i>	Verb Ellipsis
42.	<i>"Be faster!"</i>	Verb Ellipsis
43.	<i>"It will be better if you change your clothes, you look bad in red!"</i>	Hint
44.	<i>"Excuse me sir, we are queuing here!"</i>	Hint
50.	<i>"This candy is secret between you and me!"</i>	Hint
51.	<i>"Please turn of the music!"</i>	Imperative + Modifier
52.	<i>"Hurry up!"</i>	Verb Ellipsis
53.	<i>"I want you to change your clothes!"</i>	Embedded Agent

54.	<i>"You stay in line please!"</i>	You + Imperative
55.	<i>"I want you to turn off the music!"</i>	Embedded Agent
56.	<i>"Hurry up!"</i>	Verb Ellipsis
57.	<i>"Change your dress!"</i>	BFOV
58.	<i>"Can you see the queuing line?"</i>	Hint
59.	<i>"Turn off the music immediately!"</i>	BFOV
60.	<i>"Change your clothes!"</i>	BFOV
61.	<i>"Turn down the music!"</i>	BFOV
62.	<i>"Faster, please!"</i>	Imperative + Modifier
63.	<i>"Change your dress!"</i>	BFOV
64.	<i>"Excuse me sir, we are queuing!"</i>	Hint
65.	<i>"Turn off the music!"</i>	BFOV
66.	<i>"Be quick!"</i>	Verb Ellipsis
67.	<i>"Are you sure you want to wear that dress?"</i>	Hint
68.	<i>"Please turn of the music!"</i>	Imperative + Modifier
69.	<i>"Hurry up!"</i>	Verb Ellipsis
70.	<i>"Stay in line!"</i>	BFOV
71.	<i>"Put your dress off!"</i>	BFOV
72.	<i>"Everyone is queuing, you have to do the same!"</i>	Hint
73.	<i>"Turn off your music!"</i>	BFOV
74.	<i>"Everybody is already waiting for us!"</i>	Hint
75.	<i>"Looking at me, be quiet please!"</i>	Present Participle form of Verb
76.	<i>"Turn of your music please!"</i>	Imperative + Modifier
77.	<i>"Hurry up, please!"</i>	Imperative + Modifier
78.	<i>"Let me choose a dress for you!"</i>	Let + First Person Pronoun
79.	<i>"You stay in line!"</i>	You + Imperative
80.	<i>"Listen to me, don't say to anybody!"</i>	Present Participle form of Verb
81.	<i>"Turn off the music!"</i>	BFOV
82.	<i>"Hurry up!"</i>	Verb Ellipsis
83.	<i>"Sorry, did you want to change your clothes?"</i>	Hint
84.	<i>"It's already over when we get there!"</i>	Hint
85.	<i>"Change it!"</i>	BFOV
86.	<i>"Don't you see that all of us are queuing?"</i>	Hint
87.	<i>"Faster, please!"</i>	Imperative + Modifier
88.	<i>"Hey, you know the blue dress that you wore on Dani's party? You look prettier in it!"</i>	Hint
89.	<i>"Go and change your clothes!"</i>	BFOV
90.	<i>"Step back! I come first!"</i>	BFOV

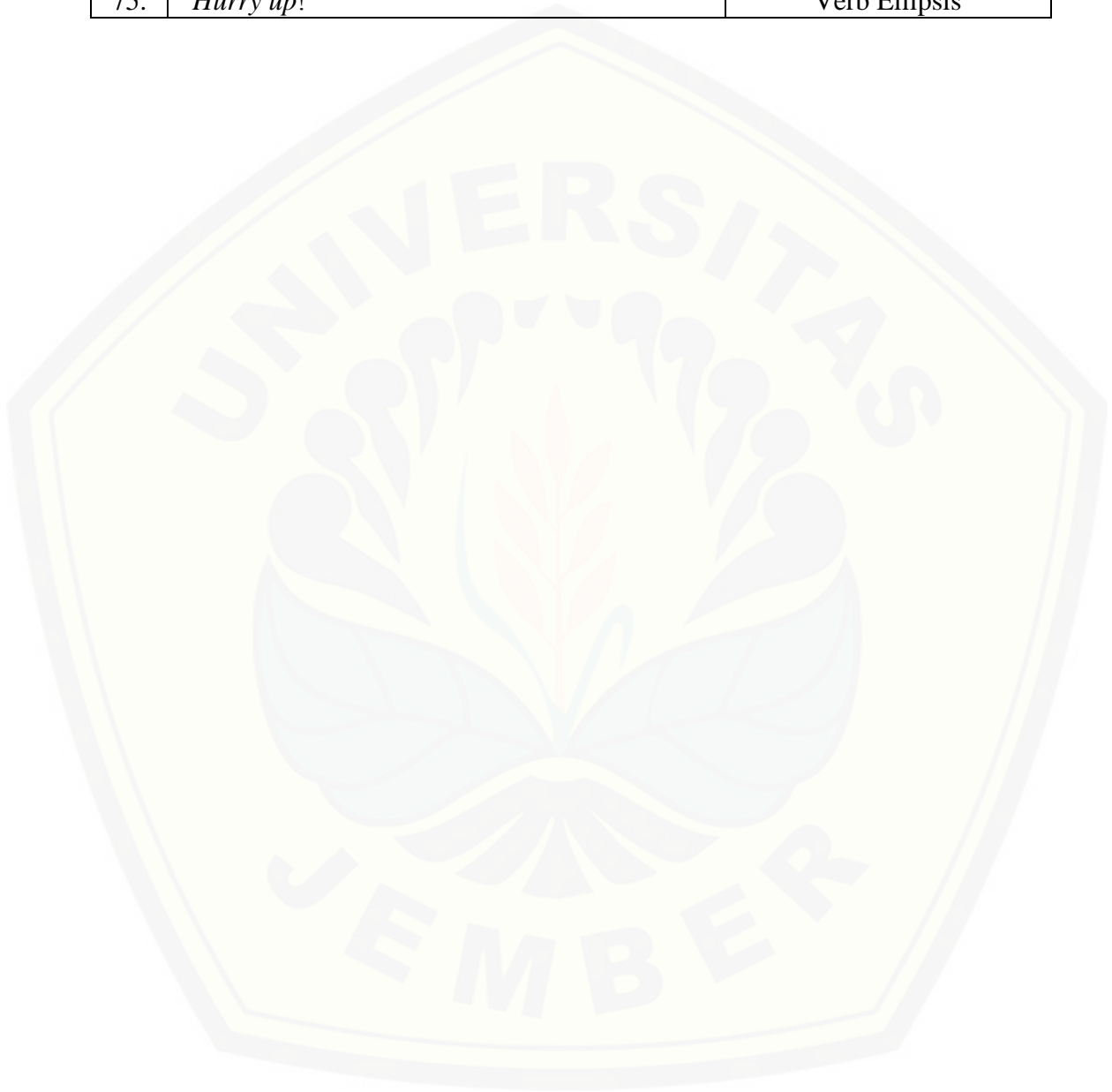
91.	<i>"Turn off the music!"</i>	BFOV
92.	<i>"Hurry up!"</i>	Verb Ellipsis
93.	<i>"Don't you want to wear other clothes?"</i>	Hint
94.	<i>"Excuse me sir, we are queuing!"</i>	Hint
95.	<i>"Keep in line!"</i>	BFOV
96.	<i>"Turn down the music!"</i>	BFOV
97.	<i>"Please queue as what it is!"</i>	Imperative + Modifier
98.	<i>"Keep it in a secret!"</i>	BFOV
99.	<i>"Please, turn down the music!"</i>	Imperative + Modifier
100.	<i>"I won't wait any longer!"</i>	Embedded Agent
111.	<i>"Are you comfortable with that dress?"</i>	Hint
112.	<i>"Please, turn off the music!"</i>	Imperative + Modifier
113.	<i>"Be quick!"</i>	Verb Ellipsis
114.	<i>"Stay in line, please!"</i>	Imperative + Modifier
115.	<i>"Ssssttt, this sweet candy is the secret between us!"</i>	Hint
116.	<i>"It's lucky if I don't have to waiting for you!"</i>	Hint
117.	<i>"Hurry up!"</i>	Verb Ellipsis
118.	<i>"Are you sure that you will wear that dress?"</i>	Hint
119.	<i>"Change your clothes!"</i>	BFOV
120.	<i>"Can you see the queuing line?"</i>	Hint
121.	<i>"Turn your music off!"</i>	BFOV
122.	<i>"Hey dude, do you mind if staying in line?"</i>	Hint
123.	<i>"I am learning for exam! Do you mind?"</i>	Hint
124.	<i>"Hey, humans are queuing here!"</i>	Hint
125.	<i>"Do you have a problem with lowering the volume of the music?"</i>	Hint
126.	<i>"Hurry up!"</i>	Verb Ellipsis
127.	<i>"Hurry up!"</i>	Verb Ellipsis
128.	<i>"Change your clothes!"</i>	BFOV
129.	<i>"Stay in line!"</i>	BFOV
130.	<i>"Hurry up!"</i>	Verb Ellipsis
131.	<i>"Do you comfortable with that dress?"</i>	Hint
132.	<i>"Please make a line first!"</i>	Imperative + Modifier
133.	<i>"Hurry up!"</i>	Verb Ellipsis
134.	<i>"Excuse me, you must queue in line sir!"</i>	Imperative + Modifier
135.	<i>"Please you don't tell your parents that I give you a candy!"</i>	Imperative + Modifier

**b. Types of Commands that uttered by Female students of at Sixth Semester Academic Year 2012 of English Department in Faculty of Letters of Jember**

No.	Utterances	Types of Command
1.	"You have got to be kidding me! <i>What are you wearing?</i> "	Hint
2.	" <i>Please go back to the line!</i> "	Imperative + Modifier
3.	" <i>Turn your music off!</i> "	BFOV
4.	" <i>Stay in line!</i> "	Verb Ellipsis
5.	" <i>Turn down the music!</i> "	BFOV
6.	" <i>Get yourself ready in 5 minutes</i> or I'll go by myself!"	BFOV
7.	" <i>Turn down the volume!</i> "	BFOV
8.	" <i>Get yourself ready now!</i> "	BFOV
9.	" <i>Are you seriously gonna wear that?</i> "	Hint
10.	" <i>You can't just cut the line!</i> "	You + Imperative
11.	" <i>Seriously, Are you going to wear that?</i> "	Hint
12.	" <i>Go back to your line!</i> "	BFOV
13.	" <i>Faster, or we'll be late</i> "	Verb Ellipsis
14.	" <i>Put it off!</i> "	BFOV
15.	" <i>Queue up!</i> "	Verb Ellipsis
16.	" <i>We are late, be quick!</i> "	Verb Ellipsis
17.	" <i>Hey, can you read the queuing sign?</i> "	Hint
18.	" <i>Hurry up!</i> "	Verb Ellipsis
19.	"Excuse me, I'm sorry, to me, your costume is nice but <i>it will be great for you if wear it in another occasion</i> which is more suitable for it!"	Hint
20.	" <i>Do you have another one? Your dress doesn't match with you!</i> "	Hint
21.	" <i>Hey man, we are staying in line!</i> "	Hint
22.	" <i>Put off your clothes!</i> "	BFOV
23.	" <i>Hurry up!</i> "	Verb Ellipsis
24.	" <i>I'm quite sure you have more dresses available than I think you do!</i> "	Hint
25.	" <i>Keep this secret between us!</i> "	BFOV
26.	" <i>There's a storm coming!</i> "	Hint
27.	" <i>Turn off that boombox!</i> "	BFOV
28.	" <i>You must change your clothes!</i> "	You + Imperative
29.	" <i>Don't cut the line!</i> "	BFOV
27.	" <i>Don't say anything!</i> "	BFOV

28.	<i>"Please, lower your music!"</i>	Imperative + Modifier
29.	<i>"Please be fast!"</i>	Imperative + Modifier
30.	<i>"Dude, are you really gonna wear that crap? Seriously!"</i>	Hint
31.	<i>"Stay in line!"</i>	BFOV
32.	<i>"Please turn off the music!"</i>	Imperative + Modifier
33.	<i>"Dude, seriously you look awful in that outfit!"</i>	Hint
34.	<i>"Go back to your line!"</i>	BFOV
35.	<i>"Change your clothes!"</i>	BFOV
36.	<i>"Stay in line you jerk!"</i>	You + Imperative
37.	<i>"Keep it secret!"</i>	BFOV
38.	<i>"Turn your music off!"</i>	BFOV
39.	<i>"Please be quick!"</i>	Imperative + Modifier
40.	<i>"I'm quite sure you have more dresses available than I think you do!"</i>	Hint
41.	<i>"Stay in line you jerk!"</i>	You + Imperative
42.	<i>"Put off your clothes!"</i>	BFOV
43.	<i>"Turn down the music!"</i>	BFOV
44.	<i>"There's a storm coming!"</i>	Hint
50.	<i>"Keep it secret!"</i>	BFOV
51.	<i>"Stay in line!"</i>	Verb Ellipsis
52.	<i>"Please be quick!"</i>	Imperative + Modifier
53.	<i>"Stay in line you jerk!"</i>	You + Imperative
54.	<i>"Put off your clothes!"</i>	BFOV
55.	<i>"Hurry up!"</i>	Verb Ellipsis
56.	<i>"You must change your clothes!"</i>	You + Imperative
57.	<i>"Turn down the music!"</i>	BFOV
58.	<i>"Go back to your line!"</i>	BFOV
59.	<i>"Keep it secret!"</i>	BFOV
60.	<i>"Hurry up!"</i>	Verb Ellipsis
61.	<i>"Stay in line you jerk!"</i>	You + Imperative
62.	<i>"You must change your clothes!"</i>	You + Imperative
63.	<i>"Go back to your line!"</i>	BFOV
64.	<i>"Please be quick!"</i>	Imperative + Modifier
65.	<i>"Change your clothes!"</i>	BFOV
66.	<i>"Keep it secret!"</i>	BFOV
67.	<i>"Dude, seriously you look awful in that outfit!"</i>	Hint
68.	<i>"Put it off!"</i>	Verb Ellipsis
69.	<i>"Queue up!"</i>	Verb Ellipsis
70.	<i>"We are late, be quick!"</i>	Verb Ellipsis
71.	<i>"Put off your clothes!"</i>	BFOV

72.	<i>“Turn down the music!”</i>	BFOV
73.	<i>“Put off your clothes!”</i>	BFOV
74.	<i>“Stay in line you jerk!”</i>	You + Imperative
75.	<i>“Hurry up!”</i>	Verb Ellipsis



## c. Questionnaire Form

1. Pernahkah anda mendapatkan pelajaran tentang tindak tutur dalam bahasa Inggris?
2. Apakah menurut anda ada perbedaan antara laki-laki dan perempuan dalam menyampaikan pikirannya?
3. Susun kata-kata dalam bahasa Inggris dibawah ini menjadi sebuah kalimat!
  - a. Is
  - b. Human
  - c. Language
  - d. Life
  - e. One
  - f. Aspect
  - g. Of
  - h. The
  - i. Important
  - j. Most
  - k. In

### *Question 1*

*You are going to hang out with one of your close friends (opposite sex), but the way she/he dressed up makes you ashamed. You really want her/him to change their clothes, what will you say?*

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## Question 2

*You are queuing in a long line, everyone in the line feels tired, but suddenly someone you do not know who came after you felt that he or she doesn't want to wait and decided to go to the front of the line. You really want her/him to stay in line, what will you say?*

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## Question 3

*Your niece or nephew really wants to eat candy. He or she persuades you so hard that you cannot refuse and you give it. You don't want their parents to know about what you did, what will you say?*

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## Question 4

*You are studying for the important exam and your roommate plays music so loud that you cannot concentrate, you really want your friend to turn off the music, what will you say?*

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## Question 5

*You are going to an important meeting with your parents but it takes a while longer for your parents to get ready. You are already late and you really need your parents to get ready as fast as they can. What will you say?*

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