

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

(Analisa Tindak Tutur dari Kalimat Perintah yang Digunakan oleh Mahasiswa Angkatan Tahun 2012 Fakultas Sastra Inggris Universitas Jember baik Laki-laki maupun Perempuan)

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Abstrak

Kesalahpahaman dalam percakapan yang disebabkan oleh jenis kelamin telah menjadi isu yang berkembang untuk waktu yang lama. Gender kualitas dan perilaku yang diharapkan dari laki-laki atau perempuan oleh masyarakat membuat pria dan wanita yang dituduh memiliki kualitas tertentu. Contoh dari sifat-sifat adalah perempuan harus menggunakan intonasi bertingkat rendah dan perintah berbagai intonasi yang lebih luas. Wanita psikologis cenderung berpikir secara emosional dan manusia cenderung berpikir logis. Pria cenderung menggunakan bahasa langsung daripada wanita. Salah satu contoh adalah cara memberikan perintah. Kadang pria dan wanita sulit untuk memahami satu sama lain. Perbedaan memimpin peneliti untuk mempelajari perbedaan antara seorang pria dan seorang wanita dalam memberikan perintah karena cara berpikir yang berbeda dapat menyebabkan pemahaman yang berbeda. Kesalahpahaman menyebabkan kekecewaan. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis perintah yang banyak digunakan oleh siswa laki-laki dan perempuan di semester tujuh Jurusan Bahasa Inggris di Fakultas Sastra Universitas Jember, untuk mengidentifikasi jenis strategi perintah bahwa mereka sebagian besar digunakan terkait dengan gender dan juga untuk menemukan faktor-faktor yang berhubungan dengan gender yang mempengaruhi pemilihan menggunakan perintah. Hasilnya diharapkan dapat membantu siswa dan siswi untuk memahami satu sama lain, dengan harapan jawabannya akan mengurangi kesalahpahaman antara laki-laki dan siswa perempuan. Dengan menggunakan hasil laki-laki akan mencoba untuk memahami wanita dan sebaliknya.

Kata Kunci: Kata Perintah, Gender, DCT, Pragmatik Antar Bahasa

Abstract

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 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 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 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.

Keywords: Command, gender, DCT, Interlanguage pragmatics

Introduction

The use of language cannot be apart from its interaction with gender. 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. 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. 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 deals with production of commands that uttered by male and female students at sixth semester academic year 2012 of English Department in Faculty of Letters of Jember University. The researcher will investigate what type of command strategy that they usually used. Concerning the differences between man and female in general, the researcher tries to find out the differences between the way how male and female students give commands.

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 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 because different way of thinking may lead to different understanding. Misunderstanding leads to disappointment.

In accordance with those problems, this study tries to answers the following questions:

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?

According to those questions, the study is designed to achieve some goals. 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 why male and female students use the commands. The result expected to find the difference between male and female in using commands. 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.

This research applies command's theory by Holmes. Based on Holmes theory, there are some types of command. The following table consist of the types of command that the researcher used to classify the production of commands by the participants of this research.

Types of Command	Example
1) Imperatives a. Base Form of Verb b. You + Imperatives c. Present Pasticiple form of Verb d. Verb Ellipsis e. Imperative + Modifier f. Let + First Person Pronoun	Put it off! You go with your work! Looking at me! Hurry up! Please, turn off the music! Let's find her!
2) Declaratives a. Embedded Agent b. Hints	I want you to change your clothes! Everybody is already waiting for us!

Research Methodology

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.

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.

Result

According to data which have been collected, not all of the answers given by male or female students in every questionnaire are commands. After recording the whole of commands of male and female students, every group of commands is analyzed to the types of commands which is based on the theory of Holmes in Richards and Schmidt (1983).

Discussion

The way how researcher analyzing every statement can be explained as follows:

a. Imperatives

There are six structural variants of directive speech acts in the form of imperative, which include commands as the imperative form. Imperative form of commands is regarded as direct sentence which is used for telling someone to do something. For example

1. Base form of verb

“Owh my god, that dress look bad on you, *put it off!*”

The example above is a sentence uttered by a female student.

There are two types of commands in the sentence. The first sentence, which is underlined, is included to directive form of commands as hints. It is because the sentence which is spoken by the speaker indirectly asked the hearer to do something. It is emphasized by the following verb phrase.

The phrase which is written in Italic is an imperative statement where the speaker directly asked the hearer to do something. This type of phrase is included in a base form of verb, type of commands. Base form of verb is the simplest form of imperatives. This type of commands only consists of verb phrase. This verb phrase can be in form of positive or negative statement. Positive form conveys directive commands which means that the hearer have to do something, as you can see in the example above, and negative form conveys prohibition which means that the hearer are not allowed to do something.

2. You + imperatives

“Hey man, *you stay in line!*”

The sequence of words in italic is the example of You + imperatives of commands. This type of commands put the word ‘You’ before the imperative form. ‘You’ constitutes a personal pronoun. The example above shows that the speaker directly commands someone to stay in line. The personal pronoun of ‘You’ can be placed after the imperatives. One of the examples was found in the data. The respondent gave a respond of a certain situation by saying:

“*stay in line you, jerk*”

The form of you + imperative above is rarely found. The most common form appeared is the speaker put the word ‘you’ before the imperatives.

3. Present Participle form of verb

“Looking at me! Be quiet please!”

There are two types of commands in the statement above. The first statement which is written in italic is included in present participle form of verb. Present participle is the form of verb that ends in *-ing*. In this type of commands started with the *-ing* form verb. The second statement which is underlined is also a command which is included in imperative + modifier. Although there is a use of word

4. Verb ellipsis

“Come on mom, hurry up!”

Verb ellipsis type of commands usually in a form of a word or word form verb. This type of commands leaves out of a word. This type of command is nearly like ‘base form of verb’ type of commands. The difference between this type of commands and base form of verb is the presence of object in the middle of the verb phrase. For example like ‘clean it up’ there is an object in the middle of verb phrase then it is included to base form of verb type of commands. When the sentence is changed into ‘clean up’, it will be included into verb ellipsis.

5. Imperative + Modifier

“Please, be in line, sir!”

It has been discussed before that imperative is the direct form of commands. Modifier here is a word phrase, such as “please”. The example which is uttered by a female student above shows a modifier in the word ‘please’ and followed by imperative ‘be in line’.

6. Let + first person pronoun

“Let me choose a dress for you!”

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 and first person pronoun is a pronoun associated with a speaker point of view. In the sentence which is uttered by a female student above we can see a word ‘let’ which is followed by first person pronoun ‘me’. By combining those two words the intends of the speaker is directly to ask the hearer to do something.

b. Declaratives

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

1. Embedded agent

“I want you to shut your mouth”

“Declaratives, in this category, can be identified that the agent and the required activity are expressed explicitly in an embedded or a subordinate clause”. Embedded is a clause included one another. 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”. You can analyze a sentence uttered by a female student above, there is a clause ‘I want’ which is followed by subordinate clause ‘to shut your mouth’.

2. Hints

“I have to study for the exam!”

This type of commands will be hard to understand if there is no explanation about context of situation when the command was uttered. Hints require addressees to infer what is required from their knowledge about the context or meaning of the speaker’s utterance. The example above will only be a statement without any direction to command whatsoever, if it is not provided by an explanation that the female students who said that was aiming to her friends to turn off the music because it was bothering her from concentrating for exam learning. Table below shows the total number of every type of commands uses by both male and female students. From the table below we can see that the most uses type of commands is Base Form of Verb, follows by Hint, Imperative + modifier, Verb Ellipsis, You + Imperatives, Embedded Agent, then the last is Present participle form of Verb and Let + First person pronoun. After following analyzing rule above, the data will be calculated and divided into every gender group. It means that we have to segregate how many command uttered by male and female students. From 114 questionnaire 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. After segregating the data to every gender, the researcher got the total number of commands uttered by male students. The total number of commands uttered by male students is 75 where the 61 is imperatives and the 14 is declarative. We can take a percentage that 81,3% of commands uttered by male students are imperative and 18,6 % is declarative. we can

take a conclusion that in female respondents imperative command is also the form that commonly appears. The total number of commands uttered by female students is 127. We can take a percentage that female uttered 66,9% imperative form of command and 33,07% of declarative.

We can compare that male produce 81,3% imperative and female produce 66,9% imperative. Declarative command in male is 18,6% and in female 33,07%. Here we can see that female use declarative much more than male students in delivering commands.

To find the things influences the use of commands in male and female students the researcher analyzes the context of situation, to whom the speaker talking to and the topic used in every questionnaire. For the first question where the situation is unequal with opposite sex between the speaker and the hearer the researcher found 18 respondents or 64,2% male students use imperative form of commands and only 10 male students or 35,7% male students uses imperative form of commands. In female side, there is a tiny difference between imperative and declarative form of commands used by the female students. The most used type of commands is declarative form. That is 16 students from 31 students or about 51,6% female students use declarative. And the rest 48,3% female students use imperative. This can be defined that both of male students tend to use imperatives type of commands when the hearer is in equal but female students tend to use declarative form of commands to the opposite sex.

For the second question where the situation is unequal and the hearer is a complete stranger from the speaker, the researcher found 17 male students or 89,4% use imperative form and only 2 students or 10,5% who use declarative form of commands as the answers. From the female student side, the researcher found 21 or 56,7% imperative form of commands and 16 or 43,2% form declaratives. In this case female and male has the same percentage.

The third question where the situation between the speaker and the hearer is unequal that is the younger hearer than the speaker, the researcher found 3 male students or 100% use imperative and none of them use declarative form. For the female students the answers are varied but 11 or 73,3% use imperative form of commands and for female students 4 of them or 26,6% use declarative form.

The fourth question provides equal situation between speaker and hearer. The speaker is the hearer close friend with the same gender. In this kind of situation male students tend to use imperative form, that is 11 of them or about 91,6% and the rest 9,09% or only 1 student use imperative form. For female students 13 of them or 72,2% use imperative and 5 of them or 27,7% use declaratives.

In the fifth question where the situation is unequal where the hearer is older than the speaker, the researcher found 12 students or 92,3% male students use imperative form and 1 of them or 7,6% use declarative. In female side the researcher found 25 students or 80,6% use imperative form

and the rest of 19,4% or about 6 students use declarative form of commands.

From the description above there are two things that influences the gender choosing command. The first is the situation and the second is to whom the speaker talk to. Female tend to use declarative form of commands when they talk to opposite sex but male do not do the same. Male tend to use imperative form in every situation and to whom they are talking to.

Conclusion

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 relationship. 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 relationship between the hearer is equal to the speaker 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 extent 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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