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## INDONESIAN CULTURE INFLUENCE TOWARDS ENGLISH DIRECTIVE ACTS USED BY SENIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

In uttering the English language, especially English directive acts, Indonesian people do not deliver it directly, but they convey it long-winded. It is influenced by the Indonesian culture that tends to convolute in explaining something which is different from the English-speaking culture that speaks straight to the point. The objectives of the study were to identify the common types of directive illocutionary acts and to describe how the Indonesian culture is represented in English illocutionary acts made by the students of SMA Negeri 10 Palembang. The method of the study was descriptive-qualitative. The data was collected from twenty-six participants of SMA Negeri 10 Palembang through the role-play technique. Results of this study showed eight common types of English directive acts: commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing. Besides, the resemblance between the Indonesian culture and illocutionary acts has an interconnection shown in culture transfer. In this study in particular, questioning was the most dominant directive act, and this is because Indonesian people tend to ask first before uttering straight to the point and suggesting was the second most dominant whereas requesting was the least dominant.

**Key Words:** English directive acts; Illocutionary acts; Indonesian culture

### ABSTRAK

*Dalam pengucapan bahasa Inggris khususnya bahasa Inggris directive act, orang Indonesia tidak menyampaikannya secara langsung, tetapi menyampaikannya dengan bertele-tele. Hal tersebut dipengaruhi oleh budaya Indonesia yang berbelit-belit dalam menjelaskan sesuatu yang berbeda dengan budaya Inggris yang berbicara langsung ke intinya. Tujuan penelitian ini adalah untuk mengidentifikasi jenis-jenis ilokusi direktif yang umum dan mendeskripsikan bagaimana kemiripan budaya Indonesia dalam ilokusi bahasa Inggris yang dibuat oleh siswa SMA Negeri 10 Palembang. Metode penelitian adalah deskriptif kualitatif. Pengumpulan data dilakukan pada dua puluh enam peserta SMA Negeri 10 Palembang melalui peragaan role play. Studi ini menunjukkan delapan jenis tindakan direktif bahasa Inggris yang umum seperti memerintah, meminta, menyarankan, melarang, mempertanyakan, mengizinkan, mendorong, dan berharap. Selain itu, kemiripan budaya Indonesia dengan ilokusi memiliki keterkaitan yang terlihat dalam transfer budaya. Dari penelitian ini, bertanya sangat dominan karena masyarakat Indonesia cenderung bertanya terlebih dahulu sebelum berbicara langsung ke pokok permasalahan. Dominasi kedua menunjukkan, dan yang terakhir meminta.*

**Kata Kunci:** Budaya Indonesia, Tindakan direktif Inggris, Tindakan ilokusi

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## INTRODUCTION

Indonesian people tend to respect others in such an indirect way. Joyce (2012) illustrates that indirect communication is the norm, although indirectness varies with cultures and geographic regions. Indirect communicators seek to avoid conflict, tension and uncomfortable situations. In a high-context culture, which may be relatively homogeneous and emphasize interdependence and social relationships, people develop deep and often unconscious understandings of what is expected in that culture. Because of shared expectations about behavior, the context can be altered by the speaker to convey information. In short, indirectness is a communication tend to have mutual harmony for maintaining good relationship because it is safe enough in a polite way that is very useful in a social situation.

Besides, Mansyur (2016) illustrates that Indonesia is known as a friendly nation and has a noble character, both in behaving and in speech acts. Commonly, manifested behavior in politeness is known in linguistics as directive acts. Lailiyah (2015) assumes that the directive speech act is an act that is used to get someone doing something is not merely giving an order or making a request. According to the meaning and context of the utterance,

there are a variety of actions that can be performed through directive speech act, such as requesting, asking, commanding, suggesting, advising, inviting, and so on.

Additionally, Puri (2015) explains that the directive speech act attempts by the speaker to get addressee to do something. These cases include advice, commands, orders, questions, and requests. Moreover, Syahri (2013) declares that Indonesian cultural norms considered varied in speech act realizations. For instance, many of the subjects used 'Sorry' or 'I am sorry' instead of 'Excuse me' as the attention getters, while the native speakers of English did not start the requests in such a way. This culture will influence Indonesian people in uttering or doing speech acts. It will not the same as native speakers' speech acts.

In uttering the English language, especially English directive acts, Indonesian people do not deliver it directly, but they convey it long-winded. This way of speaking is influenced by the Indonesian culture that convoluted in explaining something different from English culture that speaks straight to the point. In line with Wolipop (2021) statements that Indonesian who are born with a different mother tongue there may be some obstacles. Fortunately, there have

been English lessons since elementary school, at least a little of the vocabulary has been mastered. Despite the fact that there are still some who find it difficult to speak English actively. When someone asks others to speak English, the answers were still halting, nervous, even worse, they do not connect with what is being asked. Therefore, this study is intended to address the following problems: 1) What are the common types of directive illocutionary acts used by SMA Negeri 10 Palembang students?; 2) How does the Indonesian culture resemble illocutionary acts made by SMA Negeri 10 Palembang students?.

Speech acts generally can be defined as the actions performed via utterances (Permana and Citraresmana, 2017). It is an act that consists of many performances such as congratulating, inviting, greeting, ordering, promising and warning. This notion is applied to speech acts. The speaker communicates to the hearer more than transferring his message by means of relying on their standard cultural background information such as requesting, refusing, apologizing, etc (Aliakbari, Aghaee, and AzimiAmoli, 2015). A speech act is not merely relaying; it presumes such action of a language. Furthermore, speech act focuses on what speakers' mean in the linguistic

theory that can be seen from their action or communicative action.

In this case, Searle (1975) cited in Roberts (2017) clarifies that the Austinian tradition best exemplified by Searle's work aims to classify the kinds of speech acts we perform. For example, here's the taxonomy from Searle: **Assertive**: This category means to propose something from the speaker to the hearer. **Directives**: Attempt to make the addressee perform an action: asking, ordering, requesting, inviting, advising, begging. **Commissives**: Commit the speaker to some future course of action: promising, planning, vowing, betting, opposing. **Expressives**: Express how the speaker feels about a state of affairs: thanking, apologizing, welcoming, deploring. I am sorry that I lied to you. **Declarations**: Change the state of the world to bring it into conformity with the propositional content.

Directives are a speech that aims to produce an effect on a speech partner in the form of an action or has the intention to make a speech partner doing something (Budiasih, Latifah, Andayani, and Rohmadi, 2017). Besides, Permana and Citraresmana (2017) elaborate that illocutionary directive acts are a type of speech act in which the speaker intends to order or ask other people (the hearers) to do

something, such as commanding, requesting, suggesting, inviting, forbidding and so on (Searle, 1969).

In addition, there are eight kinds of the directive illocutionary act, according to Searle (1969) as cited in Permana and Citraresmana (2017): (1) Commanding is the function used to ask or order someone to do something in a direct way. It is usually done by the powerful one to powerless one. (2) Requesting can be defined to ask or order someone to do something indirectly or politely. By asking a request, the hearer has the right to refuse or deny it. In other words, the hearer has the choices of whether to accept or reject the request. (3) Suggesting can be defined as what the speaker's purpose to get the hearer to do something in some future action. The speaker can also perform it for the hearer by attaching or putting forward an idea or plan to think about. (4) Forbidding is used usually to ask or order someone not to do something. It can be defined that the speaker prohibits the hearer from doing an act. (5) Questioning is the speaker expresses this illocutionary function in order to get the reply, answer, or information from the listener. (6) Permitting includes agree to, allow, authorize, bless, consent to, dismiss, excuse, exempt, forgive, grant leave or permission, license, pardon, permit,

release, and sanction. (7) Encouraging can be defined that as giving the listener support or courage to do something. (8) Wishing can be defined that the speaker hopes something good to happen in future. In addition, the act of pray refers to the future act.

Considering the directive acts means that to make the hearers' doing an action or giving the statements first to have communicative action between the speaker and the hearer in terms of commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing.

## METHOD

Since the study aimed to know the common types of directive illocutionary acts and these resembled to Indonesian culture, it utilized the descriptive qualitative research. Creswell (2012) states that qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional methods. In other words, qualitative research focuses on describing, understanding and clarifying a human's experience.

## Respondents

The participants were 26 students from grade 11, Science 7 class of SMA

Negeri 10 Palembang. The students were grouped into 13 groups composed of 2 students to act out the different given role plays. They were prepared to initiate conversation using the English language since English is their foreign language.

### Data collection and analysis

In collecting the data, this study used the elicitation technique. It is in line with Kaswan (2014) stated in his study, the English teaching and learning is still dominated by the teacher-centered approach. As a result, students' communicative competence is below expectation. For that reason and another, the teacher should shift their teaching approach from the teacher-centered approach to learner-centered approach by using the elicitation technique. It was adopted in the data gathering procedure to draw out necessary information because English is not used to communicate among Indonesian students. In this case, this study used role-play for collecting the data of English directive acts.

In collecting the data, the writer analysed the data using pragmatics analysis in terms of social context and qualitative data analysis in this study. Yule (1993), cited in Yuliana (2011), elaborates that pragmatics analysis is social. The linguistics context arises from communication emergence and

interaction between members of the community with a very specific social-cultural background. In this case, it related to the local culture that is Indonesian culture.

The steps of collecting the data are firstly the writer prepared some scenarios about English directive acts. Secondly, the writer asked the students to conduct role-play based on the scenarios. Thirdly, the writer recorded and saved them. Then, the writer made the transcription based on recording.

At first, the writer made the scenarios of role-plays as follow:

### Role-Plays

**Instruction:** Read the scenarios carefully and try to comprehend the contents and roles of the interlocutors in them. Demonstrate a dialogue of each scenario below with your friends.

- 1) You are a teacher who talks to a student in the classroom. You ask your student to submit his/her homework. What do you say to your student?
- 2) Now, you are going to have an English exam. Yet, you forget to bring a pen. So, you would like to borrow your friend's pen. What can you say to your friend?

- 3) Your friend is crying right now. He/She lost a notebook in the class. You are about to suggest in order to make him/her feel calm. What do you suggest?
- 4) There is one of your friends who stole your pen. As his/her friend, you have to forbid him/her to do that. What will you say?
- 5) While studying English, you were very sleepy. So you ask your friend to explain about the lesson just now. What are you going to ask your friend?
- 6) Your teacher is explaining a lesson right now. Yet, you want to go to the toilet for a while. How can you ask permission from your teacher?
- 7) Your student is going to have a debate competition next week. As a teacher, you must support him/her. What do you say?
- 8) Tomorrow you will have an exam. You talk to your friend about your hope for the exam. What do you say to your friend about your hope?
- 9) In the exam, your friend would like to cheat your answers. What will you say to your friend?
- 10) Your student gets a lower score in the English exam. As a teacher, you want to give him/her suggestion. What do you suggest?
- 11) One of your friends likes smoking. You have to forbid him/her about the bad habit. What do you want to say?
- 12) Outside of the classroom, someone calls you. You are going to have permission from your teacher to go out for a while. What will you say to your teacher?
- 13) In recess time, you are very hungry. You want to ask your friend to go to canteen. What do you say?

The result of the recording was added in the attachment. There are some explanations about a symbol in the recording which the writer wrote in order to make the description easy to understand, such as (a) italic words mean selected items that the writer took to discuss; (b) slash (/) means a short pause; (c) twice slash (//) means a long pause; (d) ... means some more utterances

Secondly, the writer distributed the scenarios of role-plays to thirteen partners of twenty-six students in the classroom. The writer explained in a

glance about English directive acts in order to make them understand what they should do. Afterwards, the writer gave the rules that they must conduct role play in a partner in front of the class. Then, they had to follow the scenario of role-plays.

Thirdly, the students were recorded while conducting role-plays. They started to utter a sentence after the writer said one, two, three. Besides, the writer stopped the recording after they finished talking. Finally, the writer collected the recording and saved it, which would be made the transcription of the recording in her attachment of study. Then, the writer decided selected items from the recording transcription to discuss the study's objective.

In this context, by using pragmatics analysis and qualitative data analysis, after the writer got the data, the writer analysed the data by applying the following steps: **1) Organizing the data.** The writer organized the data by collecting dialogues in role-plays, such as listening to the data gathering on the phone, typing them through a laptop and saving the data. **2) Classifying kinds of English directive acts used by the students of SMA Negeri 10 Palembang.** The writer decided on selected items by giving numbers in italic words to know English directive acts from the data gathering. Then, the

writer classified the data by sorting out items chosen into each type of English directive to have a further explanation; **3) Categorizing the data,** The last, the writer categorized the data that included Indonesian culture transferred in English directive acts.

## FINDINGS AND DISCUSSIONS

Based on the method of this study, the authors used role-play to collect the data. The writer played the recording of role play conducted by the students of SMA Negeri 10 Palembang in Science 7 class of eleventh-grade students. In this class, it has thirty-six students but only twenty-six students who demonstrated the role-plays. From thirteen role-plays scenarios as mentioned in the methodology, the writer embodied eight types of English directive acts in scenarios of role-plays such as commanding, requesting, suggesting, forbidding, questioning, permitting, encouraging, and wishing.

Moreover, there are seventy-three selected items from the recording of role-play to each type of English directive act that the writer put in the appendix. Based on the selected items, we notice that the first, questioning is dominant to utter by students. Secondly, the students utter suggesting, the third is requesting and so on. To be

detailed, Figure 1 illustrates kinds of English directive acts in a pie chart.



Figure 1. Kinds of English Directive Acts

## Types of directive acts

### Commanding

Scenario number one discusses a teacher asking a student to submit his/her homework. While a teacher is asking in a direct way to a student, that is called command. Commanding is effective only if the speaker has some degree of control over the addressee's actions. It also means that sentences normally have no grammatical subject and whose verb is imperatives (Assola, 2017). One type of English directive acts that use imperative forms as shown in (1) and (2) as the same cases.

(1) Submit your homework / ABY!

(2) Collect homework!

In case number (2), the word submits in (1) changes into collect that

still has the same meaning used by the students. As in (1) and (3), the students in the different situation take the same verb clauses that submit your homework. Furthermore, there is an addition please at the last words in (3) and in front words as in (4) to indicate more polite. In scenario one, after the teacher asks, Student B answered it as in (4) for having extra time before submitting the homework. For instance, the students realized the commanding as in the following excerpt:

(3) Everyone / submit your homework / please // right now!

(4) Yes, sure / but // please give me five minutes more!

### Requesting

In scenario number two, you forget to bring a pen while having an English exam and you want to borrow your friend's pen that implies a requesting to your friend. Requesting is an illocutionary function used to ask or order someone to do something indirectly or politely. Request can also be defined as a polite or indirect command (Kusumo, 2015). For example, it can be seen from example (8).

(8) Can I borrow your pen?

Student A used can as the modal in request form. According to Essberger

(2019), request forms that you might want to teach include, in approximate order by level: Can I/you...?. Moreover, it means that Student A used requesting in this scenario which is one of type in English directive acts. For instance, it is also shown in (9), (10), (11), (12) and (13).

(9) Student A : Oh my GOD / I feel asleep ... Can you tell me what we / learnt in this class?

Student B : we / we learn about English directive acts.

(10) Can I see your pen?

(11)... excuse me / miss / I am so pale / can I go to the toilet please? It's / I can /...

(12) Sir / can I go to the / restroom?

(13) Sir / can I / can I have an excuse? I got a call from the / private teacher's room.

### **Suggesting**

Scenario three, your friend lost his/her notebook and felt sad. In the dialogue, Student A said about sadness as in excerpt (18).

(18) Student A: ILLUH / I am so sad because I lost my notebook.

Student B: You // must smile / every day.

Student A: Thank you.

She said to your friend that ILLUH / I am so sad because I lost my

notebook. In this case, the answer of student B was You must smile every day which means Student A should joy in daily life even her notebook was lost. Therefore, the word "must" state that is a suggestion form because Student A should accept her advice in order not to be sad anymore. Moreover, suggesting means communicating an idea or feeling to consider or recommending something. The function of suggesting a directive speech act is intended to make the hearer consider matters presented by speakers. Furthermore, the hearer is willing to follow the suggestions given (Fitriana, 2013).

### **Forbidding**

(31) Don't stole / pen / pen!

(32) Don't ... don't // don't steal my pen!

The explanation of scenario four means that your friend stole your pen. Thus, you have to forbid his/her in making a bad habit. While student B answered, he/she gave prohibition or forbidding something to his/her friend. Forbidding is one of type English directive acts mentioned by Searle.

Forbidding is defined as someone was allowed to do something or not do something. In terms of the function of speech, forbidding means asking the hearer not to do something. For instance "Don't ask these

questions!” (Fitriana, 2013). In sum, the word does not mean to prohibit to do something. It is the same as the next excerpt in (33).

(33) Oh / oh no / don't take my pen! / give me fee!

Meanwhile, in scenario number five informs that you were very sleepy in studying English, then Student B said “English lesson. Don't sleep!”, he answered English lesson from the question mentioned. Then, Student B prohibited Student A not to sleep when studying. don't means not to do something which is part of forbidding. It is related to the following example number (34).

(34) Student A : Bro / what is lesson now?

Student B : ENGLISH lesson. Don't / sleep!

Student A : okay / okay / thank you / bro.

In (35), scenario six gives a scenario about a student want to go to toilet but the other student prohibits something to his/her as in the example.

(35) Yes / but / don't so long.

Further more, scenario number nine would like to forbid your friend who wants to cheat your answer while doing exam in the classroom so that you must convey prohibition form. By

saying don't cheat, it can be interpreted that the student prohibited his/her friends as shown in (36). Besides, it has different verbs that cheat converted to copy as in (37).

(36) Don't cheat!

(37) Student A : hey / don't copy my answer.

Student B : I didn't study last night.

Student A : oh / I'm sorry to hear that.

The different situation made by scenario ten that the student gets lower score because of playing games as in (38). Moreover, in scenario eleven the student prohibits his/her friend in order not to smoke again as in (39). It happens in the last examples of forbidding. For instance, the forbidding is made as the following examples.

(38) Student A : OJAN / you have the / lower / lower score in my class.

Student B : I'm sorry / sir ... I didn't study last night.

Student A : Why you didn't study?

Student B : Because // I // MUSTANK.

Student A : You must study hard! / hard again / and don't play a game / don't play a game.

Student B : okay / sir / thank you for your lesson.

(39) Student A : Wow! / It's delicious.

Student B : Bro / bro. / Don't smoke!

Student A : YEYEN / I like / smoking.

Student B : Don't smoke, NYAYU!

Student A : Okay / Okay.

### Questioning

Najjar(2015) declared that questions in English are put within three main categories: yes /no questions; wh-questions; and alternative questions. Thus, it is one of English directive acts which called questioning. In questioning, the response is needed to answer. The example is in scenario one that the teacher would like to ask a student to submit his/her homework (40).

(40) Student A: JAKI / where / where is the // homework you did yesterday?

Student B: Sorry/sir / I forget to bring that.

Student A : Okay / for / for now ... I give you an ex / excuse / but / but tomorrow / I'll give

you punishment if you don't bring.

Student B: Okay/yes.

Additionally, scenario three gives a description that a student lost his/her notebook. The other student asks to a student who lost a notebook in WH-

questions as in (41). Besides, here are some examples of WH-questions in some cases in some scenarios as in (42), (43), (44), (45), (46), (47), (48), (49), (50), and (51).

(41) Why are you crying?

(42) ... wait / this is my pen / where / where do you find this? / you stole this from me ... you / you shouldn't / you shouldn't stole ... stuff that isn't yours.

(43) Bro / what is lesson now?

(44) TATA / I was / very sleepy today. What does / the lesson that ... has been teach / today / by teacher?

(45) I'm very sleepy and I miss the ... the late ... I miss the // the latest // the latest lesson ... now / what is it about?

(46) Why do you want to go to restroom?

(47) Why did you get / twenty for your / exam?

(48) Why you didn't study?

(49) Hey / why are you smoking?

(50) Why?

(51) What happen?

In keeping with these as Najjar (2015) stated, yes/no questions is also one kind of questioning in English directive acts. Exactly, yes/no questions started by using do/did/does and

is/are which is the last added by question mark. The word do is a form of question which can be answered by yes/no. It can be seen from the following excerpt as in (52), (53), (54), (55), (56), (57), (58), and (59).

(52) Oh no / I lost my pen / Is it my pen?

(53) Is this yours pen / your / your pen?

(54) Do you see / do you see my pen?

(55) I lost it near / near somewhere / do you stole it?

(56) Do you study for / the / exam tomorrow?

(57) We ... mid term test on our ... LIA course / Did you study?

(58) Do you know the // answer of / number two?

You have to stop smoking / look at your body / you're going to be fat / do you want to get a cancer also? / do you want to have a smell breath? / do you want to have / a breathing problem? / No / just stop smoking.

### Permitting

(60) Excuse me ... I want / to / go to / toilet.

(61) Excuse me / miss ... I have to go / to the toilet. May I have your / permission?

(62) ... excuse me miss / I am so pale / can I go to the toilet, please? It's / I can / ...

The scenario number six tells that Student A wanted to go to the toilet while his teacher explained a lesson. Here, Student A said "Excuse me. In this case, the word "Excuse me" showed attention-getter (Syahri, 2013), which means Student A needed an attention-getter from Student B to ask permission.

Additionally, permitting is part of English directive acts means asking permission. The same cases are as presented in (63) and (64).

(63) Student A : Excuse me / I want to go to // out.

Student B : Get it.

The scenario number twelve declares that you want to go out because someone calls you outside of classroom and you want to ask permission from your teacher. At first, Student A started to say "Excuse me, I want to go to .. out". By saying "Excuse me", it is an attention getter to have a permission from another speaker. Afterwards, it can be noticed as in (64).

(64) Student A : Excuse me / miss. I want to // get out / because / someone / called me there.

(65) Student B : Okay / sure.

### Encouraging

In scenario number seven, a student needs support from his/her teacher for joining the debate competition next week. The word good luck means encouraging that is part of English directive acts. It encourages an external locus of control which is same as supporting (Holstein, 2018). As shown in (65), (66), and (67).

(65) Student A: Hey REFLI / Good luck / for your competition! And / may you / got / get / a good result.

Student B: Thank you / sir.

(66) Student A : Sir / I want to join the / school debate competition.

Student B : oh / really? well / good luck for that!

Student A : thank you / sir.

(67) Student A : okay / sir / I want to // join ... debate competition.

Student B : okay / I believe you.

### **Wishing**

The words “wish” and “hope” are the statements of wishing. Lukman (2016) cited in Sirwan and Yulia (2017) declare that wishing is a feeling or expresses a strong desire or hope for something that is not easily attainable; want something that cannot or probably not happen. Wishing is to want something to happen or be true even though it is unlikely or impossible and wants to do something to happen.

The scenario number seven informs that your student wants to debate competition next week and want to give support as a good teacher. In sum, wishing is one of English directive acts that hope something. It is shown as the following excerpt in (68).

(68) Student A: TATA / you have debate / competition next week. I hope you / do well / next week and / I hope / you / got / nice score.

Student B: Thank you.

(69) Student A : Good morning / DAVID.

Student B : Morning / BAL.

Student A : Do you study for / the / exam tomorrow?

Student B : Yes, I // study / I study.

Student A : I wish we can do / an exam for tomorrow and / I hope we can / get / a big score, right?

Student B : Aamiin.

Student A : Thank you.

(70) Student A : CITRA ... we have / exam / tomorrow.

Student B : I hope score / is big.

(71) Student A : Hey / ADRI / I studied for six hours just to / just for this exam / I wish I had a good score.

(72) Student B : me / I don't really care if tomorrow is exam / it's good or not / the point is / if it's exam / I just look / it's gone // quick / that's all.

(73) Student A : we ... mid term test on our ... LIA course / Did you study?

Student B : yes / I studied.

Student A : ... I'm hoping / I'm hoping that / I'm hoping ... on you that I will see your answers.

## CONCLUSIONS AND SUGGESTION

Based on the findings, it can be concluded that the data showed eight common types of English directive acts, which demonstrated in 13 scenarios of role-plays by the students of SMA Negeri 10 Palembang, such as commanding (to ask a direct way), requesting (asking indirect way), suggesting (giving advice or suggestion), forbidding (prohibiting to do something), questioning (to make a question), permitting (asking an excuse), encouraging (giving support), and wishing (to hope of something).

There were four dialogues in each scenario from the thirteenth scenarios of role-plays, so there were fifty-two dialogues of all scenarios in the recording. In addition, from fifty-two dialogues of all scenarios, there were seventy-three selected items of each type of English directive acts. The first there were seven selected items in commanding, secondly ten selected items in requesting, thirdly in suggesting had thirteen selected items, fourthly forbidding had nine selected

items, fifthly questioning had twenty selected items, sixthly permitting had five selected items, the next is encouraging had three selected items, and the last is wishing had six selected items in this study.

The culture transfer of Indonesian culture in English directive acts was happened. While the students uttered English directive acts in this study, they naturally showed an interconnection between Indonesian culture and English directive acts. In politeness and indirectness, there were three dominance types mentioned previously, such as questioning, suggesting, and requesting. It can be concluded that from this study, Indonesian culture, especially the students of SMA Negeri 10 Palembang tend to ask a question before speaking straight to the point. They also tend to give a suggestion and make a request.

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## APPENDIX

### The Recording of Role Play

#### *Scenario 1*

You are a teacher who talks to a student in the classroom. You ask your student to submit his/her homework. What do you say to your student?

1. Student A : ... Submit your homework / ABY!  
Student B : Okay okay okay.

2. Student A : Collect homework!  
Student B : Yes ...

3. Student A : ... EVERYONE / submit your homework / please // right now.  
Student B : Yes sure / but // please / give me five minutes more!

4. Student A : JAKI / where / where is the // homework that you did yesterday?  
Student B : Sorry / sir / I forget to bring that.  
Student A : Okay / for / for now ... I give you an excuse / but / but tomorrow / I'll give you punishment if you don't bring.  
Student B : Okay / yes.

#### *Scenario 2*

Now, you are going to have an English exam. Yet, you forget to bring a pen. You would like to borrow your friend's pen. What can you say to your friend?

1. Student A : Can I borrow your pen?  
Student B : Okay, sure.

2. Student A : ... Would you / lend me a pen?  
Student B : Yes.

3. Student A : NANDA / I forget to bring my pen / may I borrow your pen?  
Student B : Yeah / you use mine.

4. Student A : Can I borrow your pen? / I lost my pen.  
Student B : Okay / I have // two pens. This is..

#### *Scenario 3*

Your friend is crying right now. He/She lost a notebook in the class. You are about to suggest in order to make him/her feel calm. What do you suggest ?

1. Student A : ILLUH / I am so sad because I lost my notebook.  
Student B : You // must smile / everyday.  
Student A : Thank you.

2. Student A : I lost / my / notebook.  
Student B : You should / be happy.

3. Student A : Why are you crying?

Student B : I lost my notebook / I forget where I put it.

Student A : Oh my GOD / why don't you // ask ... our teacher / or our friends? ...  
Student B : Okay / thank you for your // advice.

4. Student A : Why are you crying?

Student B : Oh // I / I lost my // homework's book.

Student A : You should buy a new one.  
Student B : Oh / but / I don't have money.  
Student A : I'll give / I'll give you money.

#### *Scenario 4*

There is one of your friend who stole your pen. As his/her friend, you have to forbid him/her to do that. What will you say?

1. Student A : CESA / I stole // your / pen.  
Student B : Don't stole / pen! / pen!

2. Student A : I lost my pen.

Student B : I stole / your / pen / pen.

Student A : Don't ... Don't // Don't steal my pen!

3. Student A : Oh no / I lost my pen / Is it my pen?

Student B : Is this yours pen / your / your pen?

Student A : Yes / that's my pen.

Student B : Oh / I'm sorry / I accidentally took it from the table.

Student A : Oh / oh no / don't take my pen! / give me fee!

4. Student A : Do you see / do you see my pen?

Student B : No / I don't.

Student A : I lost it near / near somewhere / do you stole it?

Student B : I // don't know but I // find a pen near my / gadget / gadget.

Student A : Can I see your pen?

Student B : Okay / this is...

Student A : ... wait / this is my pen / where / where do you find this? / you stole this from me ... you / you shouldn't / you shouldn't stole ... stuff that isn't yours.

Student B : Okay / thank you for your / for your attention / oh / I'm sorry.

#### *Scenario 5*

While studying English, you were very sleepy. You ask your friend to explain about the lesson just now. What are you going to ask to your friend?

1. Student A : Bro / what is lesson now?

Student B : ENGLISH lesson. Don't / sleep!  
Student A : okay / okay / thank you / bro.

2.Student A : TATA / I was / very sleepy today / what does / the lesson that ... has been teach / today / by teacher?  
Student B : ENGLISH.

3.Student A : Oh my GOD / I feel asleep ... can you tell me what we / learnt in this class?  
Student B : we / we learn about English directive acts.

4.Student A : I'm very sleepy and I miss the ... the late ... I miss the // the latest // the latest lesson ... now / what is it about?  
Student B : about the // English directive acts.

#### Scenario 6

Your teacher is explaining a lesson right now. Yet, you want to go to toilet for a while. How can you ask permission to your teacher?

1.Student A : Excuse me ... I want / to / go to / toilet.  
Student B : ... Yes ... Go out!

2.Student A : Excuse me / miss ... I have to go / to toilet / may I have your / permission?  
Student B : Sure.

3.Student A : ... excuse me miss / I am so pale / can I go to the toilet please? It's / I can / ...  
Student B : Yes / but / don't so long.

4.Student A : Sir / can I go to the / restroom?  
Student B : Why do you want to go to restroom?  
Student A : because I want to pee.  
Student B : ... okay / just go.  
Student A : thank you / sir.

#### Scenario 7

Your student is going to have debate competition next week. As a teacher, you must support him/her. What do you say?

1.Student A : Hey REFLI / Good luck / for your competition! And / may you / got / get / a good result.  
Student B : Thank you / sir.

2.Student A : TATA / you have debate / competition next week. I hope you / do well / next week and / I hope / you / got / nice score.  
Student B : Thank you.

3.Student A : Sir / I want to join the / school debate competition.  
Student B : oh / really? well / good luck for that!  
Student A : thank you / sir.

4.Student A : okay / sir / I want to // join ... debate competition.  
Student B : okay / I believe you.

#### Scenario 8

Tomorrow you will have an exam. You talk to your friend about your hope in exam. What do you say to your friend about your hope?

1.Student A : Good morning / DAVID.  
Student B : Morning / BAL.  
Student A : Do you study for / the / exam tomorrow?  
Student B : Yes, I // study / I study.  
Student A : I wish we can do / an exam for tomorrow and / I hope we can / get / a big score, right DAVID?  
Student B : Aamiin.  
Student A : Thank you.

2.Student A : CITRA ... we have / exam / tomorrow.  
Student B : I hope score / is big.

3.Student A : Hey / ADRI / I studied for six hours just to / just for this exam / I wish I had a good score.  
Student B : me / I don't really care if tomorrow is exam / it's good or not / the point is / if it's exam / I just look / it's gone // quick / that's all.

4.Student A : we ... mid term test on our ... LIA course / Did you study?  
Student B : yes / I studied.  
Student A : ... I'm hoping / I'm hoping that / I'm hoping ... on you that I will see your answers.  
Student B : Okay.

#### Scenario 9

In the exam, your friend would like to cheat your answers. What will you say to your friend?

1.Student A : I want to / cheat your answers.  
Student B : Don't cheat!

2.Student A : I want to cheat / your book.  
Student B : Don't / Don't cheat, CITRA.  
3.Student A : Do you know the // answer of / number two?  
Student B : I don't know the answer / I don't know the answer / I haven't answered it yet.  
Student A : Okay / well.

4.Student A : hey / don't copy my answer.  
Student B : I didn't study last night.  
Student A : oh / I'm sorry to hear that.

#### Scenario 10

Your student gets a lower score in English exam. As a teacher, you want to give him/her suggestion. What do you suggest?

1.Student A : Hello / student / I think // I think you should ... // I think you should / very / dilligent again / next day.

Student B : Okay / Mr.

2.Student A : I get // lower / score.

Student B : You should study hard.

3.Student A : Why did you get / twenty for your / exam?

Student B : I don't know / I have studied for / quite wow for six hours / four hours / and I still don't know / I still got lower score.

Student A : well / you should study hard.

Student B : maybe / I can / thank you.

4.Student A : OJAN / you have the / lower / lower score in my class.

Student B : I'm sorry / sir ... I didn't study last night.

Student A : Why you didn't study?

Student B : Because // I // MUSTANK.

Student A : You must study hard! / hard again / and don't play a game / don't play a game.

Student B : okay / sir / thank you for your lesson.

#### *Scenario 11*

One of your friend is like smoking. You have to forbid him/her about bad habit. What do you want to say?

1.Student A : Wow! / It's delicious.

Student B : Bro / bro. / Don't smoke!

2.Student A : YEYEN / I like / smoking.

Student B : Don't smoke, NYAYU!

Student A : Okay / Okay.

3.Student A : You have to stop smoking / look at your body / you're going to be fat / do you want to get a cancer also? / do you want to have a smell breath? / do you want to have / a breathing problem? No / just stop smoking.

Student B : Yes / but / this is my problem not yours.

4.Student A : Hey / why are you smoking?

Student B : Why?

Student A : You / you shouldn't smoke / the smoking is bad for your // lungs.

Student B : Okay / thank you.

#### *Scenario 12*

Outside of classroom, someone calls you. You are going to have a permission from your teacher to go out for a while. What will you say to your teacher?

1.Student A : Excuse me / I want to go to // out.

Student B : Get it.

2.Student A : Excuse me / miss. I want to // get out / because / someone / called me there.

Student B : Okay / sure.

3.Student A : Sir / may I go to the outside ? / because I would like something to get.

Student B : Yes.

4.Student A : Sir / can I / can I have an excuse? / I got a call from the / private teacher's room.

Student B : What happen?

Student A : ... my score is bad.

Student B : Oh / okay.

#### *Scenario 13*

In a resist time, you are very hungry. You want to ask your friend to go to canteen. What do you say?

1.Student A : I am / hungry.

Student B : Yes. / Go to / canteen! Let's / go / to canteen!

2.Student A : AMA, I am very hungry right now. Let's go / to canteen!

Student B : Okay, ARLI. Let's / go!

3.Student A : I'm so hungry / I haven't eaten since this morning. Let's go to the canteen.

Student B : Okay / Let's go!

4.Student A : You look so // tired.

Student B : .. Yes / it is because I didn't have a // breakfast ... this morning.

Student A : Okay / you should go to canteen.

Student B : Alright / Let's go to canteen!