# Teachers' Directive Speech Acts in Indonesian Learning Interaction in 10th Grade of SMA Bias Yogyakarta

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*Abstract*—**This study aimed to describe the types, intentions, and strategies of teacher directive speech acts in Indonesian language learning interactions. This research used a qualitative approach. The object of this study was the teacher's speech containing directive speech acts in learning interactions. The research data were collected by listening technique in the form of 'Simak Bebas Libat Cakap' technique (Uninvolved Conversation Observation Technique) and Note-taking technique. Data analysis was performed using pragmatic matching. The results showed variations in the use of types, intentions, and directive speech strategies occupied by teachers in learning interactions in 10th grade of SMA BIAS, as follows. First, the type of teacher directive speech acts included the type of command, the type of request, and the type of giving advice. Second, the intention of the teacher directive speech acts covered ordering, instructing, inviting, asking, expecting, and encouraging. The strategies for using teacher's directive speech act employed the direct strategy and indirect strategy. The implementation of teacher's directive speech types, intentions, and strategies was based on the context underlying the discourse of classroom interaction.**

*Keywords—speech acts, directive, type, Indonesian, SMA BIAS*

## I. INTRODUCTION

Humans as social beings need communication to interact with their environment. Human communication requires communication tools in the form of language to convey ideas or messages to their interlocutors. Chaer and Agustina (2010) explained that the main function of language is as a communication tool in conveying thoughts, ideas, concepts or feelings. Language is used as the main means of communication produced by human articulators. Thus, the study of language is closely related to the study of communication.

Communication becomes an essential element in everyday life. Someone uses their speech to ask questions, express ideas or messages, ask for help or deliver news as a form of communication. In a communication, the speaker must deliver their speech effectively and must be easily understood by the partner. In delivering a speech, a speaker not only uses semantic meaning but also pragmatic meaning. This semantic meaning is related to the meaning of a word or sentence, while the pragmatic meaning is an implicit meaning. The pragmatic meaning is seen from the communication function used not just to convey language through words, but is also followed by actions or behavior.

Commonly, the speaker speaks with a gesture when communicating with others directly or indirectly (Arani, 2012). Human actions in speaking or saying a speech are what called as speech acts. Austin (1975) stated that speech acts include studies in the realm of philosophical language. This study was based on an understanding that in every speech there is a context behind it. This context is used to make it easier for people involved in speech events to understand the meaning to be conveyed through a speech.

Speech acts become a crucial thing in communication. This is because every time the speaker and speech partner communicate, they will use words to convey the message and understand the message received. Therefore, the use of speech acts does not only stop at what is spoken by the speakers but also how the speech partners understand the messages delivered (Grundlingh, 2017). In general, Searle (1985) classified speech acts into five types, namely; assertive, directive, commissive, expressive, and declarative. In this study, researchers focused on directive speech acts, which were speech acts that contained speech in the form of a speaker's direction so that the speech partner does something.

One of many speech situations which uses the role of speech acts is the school. In the area of schools, teachers have an important role in determining the success of education. The presence of teachers in schools is expected to be able to provide innovation to the learning situation (Suryaman, 2012). In addition, teachers are also required to have good classroom management skills and can develop the skills of the students to face the 21st century. The skills that need to be mastered by the students are at least critical thinking, problem-solving, creativity, innovation, collaboration, and communication, (Redhana, 2009). Those skills must be mastered by the students in order to be ready to face the challenges in the 21st century. Luneburg (2010) said that communication skill matters the most; it ranks first among other skills.

The 21st-century skills can be developed by the teachers in the teaching and learning process. The teachers can utilize the teaching process to develop those four skills in students. Moreover, it certainly cannot be separated from the role of teachers' speech acts in learning interactions. In a speech, there are various types of speech acts that are obviously seen in the speech intention. This relates to the strategies used by speakers who can influence the interlocutor to do or not do something. Teachers in classroom interactions sometimes

express the same point but with different types of speech acts. The following are examples of teacher's utterances in classroom interactions.

(1) *Whoops, this class is very clean, the garbage is everywhere. Let's clean up first.*
(2) *Who is on cleaning duty today?*
(3) *Clean the class first!*
*(Context: Spoken by teacher in interaction learning. Teacher said it when see the classroom is still dirty.)*

Speeches (1), (2), and (3) were examples of directive speech acts. The three utterances had the intention of asking the speech partner to do something in the form of cleaning the class. However, speakers in expressing their intentions were expressed in different types. As in speech (1), the teacher used directive speech act in the form of invitation using declarative sentences. While in speech (2), the teacher employed the type of request with an interrogative sentence. In utterance (3), the teacher utilized directive speech act of command by using imperative sentences. The choice of speech form or type depended on who was speaking (speech partner), the purpose of the conversation, and what the situation was.

Directive speech act was one of the types of speech acts that teachers used more in class interactions than assertive, commissive, expressive and declarative speech acts. Directive speech act is a speech act that can make the speech partner do something as desired by the speaker (Yule, 1996). This speech act contains a instruction that emphasizes the desire or behalf of the speaker. That is, the language used by the speaker aims to influence other people in the form of emotions, feelings, and an action to do something as told by the speaker (Beck, 2008).

The directive speech act is an act of control. This is because speech is used to ask the speech partner to follow the will of the speaker in achieving their goals (Ervin-Tripp, et al, 1990). This speech act is related to the efforts of the speaker to direct some of the objectives of the speech partner's actions. Speakers perform directive speech acts to make the speech partners do something in accordance with the intention of the speaker (Mey, 2001). In the class interaction discourse, the use of directive speech acts by the teacher is very potential. In the scope of the class, the teacher has a higher position compared to students.

Teachers within certain limits can use the type of directive speech act to express commands, requests, advices, invitations, prohibitions, and criticisms in classroom interactions (Yule, 1996; Prayitno, 2011). In every type of speech act, there are intentions that function differently, such as commanding, ordering, instructing, requiring, coercing, borrowing, asking, suggesting, and inviting. The teacher can also express the purpose of a speech with distinct strategies adapted to the context behind the speech event.

SMA Bina Anak Sholeh or often known as SMA BIAS is one of the outstanding private schools in Yogyakarta. SMA BIAS is a formal educational institution that organizes educational processes with a National curriculum that is based on competence and a foundation curriculum that is integrated with Islamic values. SMA BIAS limits the acceptance of students so that teachers can be more intense in teaching in the classroom. This is the basis for researchers

to know the use of directive speech acts in learning interactions in the school. In classroom interactions, the use of directive speech acts was widely used by teachers to manage classrooms so that learning could proceed conductively. In addition, the use of directive speech acts had an impact on student involvement and motivation in learning.

Various classroom interaction-based studies conducted showed that the type of directive speech act is one of the various types of speech acts that are widely used by teachers in verbal interactions with students in class. Findings on the use of directive speech act by teachers in classroom interactions were revealed in the research of Ardianto (2013) and Sumarti and Salamah (2015). Ardianto's research results, for instance, focused on the use of teacher directive speech act in the classroom interactions of deaf children. The teacher used power and control over deaf students who were represented in directive speech act.

Research conducted by Sumarti and Salamah (2015) which focused on the use of autistic child directive speech acts in classroom interactions showed that autistic children use directive speech acts that are manifested into several functions such as the functions of asking, commanding, and prohibiting. This research is different from previous studies. The difference lies in the object of research. The object of research conducted by Ardianto (2013) and Sumarti and Salamah (2015) focused on students, while this research focused more on teachers.

Teacher has power and control over students within the class scope. The teacher has a higher status compared to students, so the teacher has the authority to regulate everything related to learning activities within certain limits. Stubbs (1983) stated that ownership of power and control is the specific role of a teacher in classroom interactions. According to the special role the teacher has, they can arrange the classroom in such a way, manage when students are allowed to speak to express opinions, set the type of speech acts used in interactions with students, especially illocutionary acts, evaluate student learning outcomes, and provide feedback as a form of appreciation.

The mastery of the students' skills is strongly influenced by the role of the teachers in the class. This is a provision for students to be ready to face challenges in the 21st century with skills that already taught in class. In this context, the teacher is able to utilize directive speech acts to organize the class, develop students' potential and skills so that learning objectives can be achieved maximally. Therefore, this study is essential to be conducted so that the teachers can maximize their role in managing the class through the use of directive speech acts.

## II. PROPOSED METHODS

This research was a qualitative descriptive study. Descriptive qualitative research is used to understand social problems based on portrayal as outlined in words as well as to report the views of informants in a detailed and scientific manner (Cresswell, 2010). Researchers try to investigate and acknowledge deeply the problems found. The qualitative method aims to explain the phenomenon profusely through deep data collection. This research data were in the form of recorded teacher's speech in the learning interaction as a

symbol of language which constructed: (1) the type of directive speech acts, (2) the purpose of directive speech acts, and (3) the directive speech delivery strategy. The object of data in this study was teacher's utterances which contained directive speech acts.

The data collection technique used was 'Simak Bebas Libat Cakap' technique (Uninvolved Conversation Observation Technique) and note-taking technique. Researchers only listened to the speech of others (research subjects) without participating in it (Sudaryanto, 2015). Data analysis conducted in this study was a pragmatic equivalent. While, data classification was done in accordance to the type, purpose and strategy of using directive speech acts carefully.

## III. RESULTS AND DISCUSSION

### A. Types of Teacher Directive Speech Acts

The directive speech act was one of the speech acts used by the teacher when interacting with students in the class. The type of speech acts used in this study was the classification described by Yule by dividing the directive speech acts into four types, namely commands, requests, requests, advice, and giving advice (Yule, 1996). From the results of data analysis, it was found three types of directive speech acts included; command speech acts, request speech acts and advice giving speech acts. The three types of speech acts were explained as follows.

### 1. Types of Command

The speech act of the command was used by the speaker to make the speech partner to do something as intended in the speech. The results of data analysis found 52 data on the use of speech acts of command done by teachers as seen in the following quotation.

(4) Teacher  : *"Try to write down the headline on the board, after that write down which ones are included in opinions or facts."*
Student  : *"Maam, are you going to take it all?"*
Teacher  : *"One at a time. So later on, one person moves forward to write the data."*
*(Context: uttered by teacher when all groups have worked the exercise of seeking exposition text from newspape.)*

Speech (4) expressed by the teacher was a type of directive speech act of instruction. Said to be an act of speech command since the speaker (teacher) wished the speech partner to do something they wanted. In the speech, the teacher asked one of the students to write their work result on the board. Speaker used the word "try" as a subtle form of command words. The use of the word "try" decreased the level of speech which had the illocution of orders.

### 2. Type of Request

In the class interaction discourse, the research findings revealed that directive speech acts were also manifested by the type of request. In other words, the teacher's speech contained a directive illocution to ask the speech partner to take an action in accordance with what the speaker wished for. There were 16 data on the use of directive speech acts in

the request type. Examples of directive speech acts by type of request can be seen as follows.

(5) Student  :*" Done, Ma'am?"*
Teacher  :*" Alright. Others please respond, is this fact or not?"* .
Student  : *"No. That's opinion Ma'am, since it is personal opinion."*
*(Context: spoken by the teacher when discussion process.)*

Speech (5) was a form of speech act request with an interrogative mode in the form of clarification questions. In this speech, the teacher asked students to do something in the form of responding to the work of other students by asking them to clarify whether the sentence written was a fact or not.

### 3. Type of Giving Suggestions

The findings in the study showed that there were 7 data types of directive speech acts of giving advice. Basically the speech act of giving advice contained suggestions from the speaker so that the speech partner did something as suggested by the speaker. The following data were found in the research in the form of directive speech act of giving advice.

(6) Teacher  : *"Please make your writing bigger, so that it can be read by the others clearly."*
Student  : *"Isn't that big, ma'am?"*
Other student  : *"Nooooooo."*
*(Context: the teacher said it when the students wrote with small size on the board.)*

The type of teacher directive speech act in data (6) was the type of speech act of giving advice. The teacher gave suggestions through her speech so that students wrote in a bigger font size. In speech (6) the phrase "so" was used so that the speech partner followed the speaker's suggestion, thus a better atmosphere would be achieved.

### B. Intention of the Teacher's Directive Speech Acts

Each utterance has a purpose to be conveyed by the speaker to the speech partner. In each type of speech act there is a purpose which functions differently. The results of the data analysis found several speech intentions that were manifested in the type of teacher's directive speech acts in the classroom interaction sphere represented by speeches that intended to direct, instruct, invite, ask, expect and encourage. The six intentions of directive speech acts were mostly used by the teacher in the in the classroom interactions, either in the form of direct or indirect speech.

### 1. Commanding

The teacher used the commanding purpose in the learning interaction in class with the aim that the speech partner could do something as intended through her speech. The following is an excerpt from the directive's speech acts with the commanding purpose.

(7) Student  : *"I'll just collect it tomorrow, so it will be my homework, Ma'am."*
Teacher  : *"It must be submitted today, Riski!"*

*(Context: the teacher said when one student named Riski requested to the teacher.)*

Speech (7) is a directive speech act with the intention of commanding. The teacher through her speech instructed students to do their work on the same day. In the context of conversations in the classroom, the commanding purpose was often used by the teacher.

*2. Instructing*

The purpose of the directive was represented through various types of speech acts related to the teacher who directed students and managed the class so that it could run well. The following excerpt is a type of speech act of instruction with the purpose of instructing.

> (8) Teacher : *"Each group should write the results on the board. Write the title first, then write the sentence that characterizes the expository text below."*
> Student : *"Should we write the facts and opinions too, Ma'am?"*
> Teacher : *"Absolutely, that is also included."*
> *(Context: teacher said when discussion process.)*

The purpose of directive speech acts as shown in speeches (8) was to instruct people. The teacher through the speech intended to instruct students to take an action in accordance with what she wanted. Speech (8) contained instructions in the form of stages of teacher's command in terms of assignments that must be done by students.

*3. Inviting*

The purpose of inviting is one of the directive speech acts in which the speaker invites the speech partner to do something as the speaker wants. The results of the data analysis in this study, the intention of this act appears in the following contexts.

> (9) Teacher : *"Please copy on your own books."*
> Student : *"Yes ma'am."*
> *(Context: the teacher uttered after concluding the lesson.)*

Speeches (9) is types of directive speech acts with the intention of inviting. In speech (9) the teacher utilized the word "please" to soften the speech in giving command. The purpose of the speech was the teacher instructed the students to write learning material in their books.

*4. Asking*

In learning interactions, the teacher also used speech that intended to ask students to fulfill the teacher's urges so that learning can run well. The results of data analysis found the intention of asking in the teacher's speech as shown in the following circumstances.

> (10) Student : *"Maam, should we write the whole?"*
> Teacher : *"Just to the point, what are the data?"*
> Student : *"May we do it directly on the workbook, Ma'am?"*
> Teacher : *"Yes, you may."*
> *(Context: the teacher uttered it when one student felt confused about how to present.)*

Speeches (10) included in request directive speech act with the intention of asking. Speech (10) contained the intention of requesting because in the speech the speaker asked her speech partner to immediately write down the core points of a text.

*5. Expecting*

The teacher utilized the expecting purpose in the learning interactions with the aim that students could carry out what was expected by the teacher. The following is an excerpt from the expecting directive speech act.

> (11) Student : *"Is this homework, Ma'am?"*
> Teacher : *" No,it is not. Should be done by now. I hope that before the recess bell, the assignment has been collected. "*
> *(Context: the teacher uttered it when one of the students asked about the assignment.)*

Speech (11) contained the intention of expecting. The speech was said by the teacher when one of the students asked about the assignment. The teacher used the word "hope" as a form of expectation for students so students were able to do things as the teacher wished.

*6. Suggesting*

This type of directive speech act of giving advice has several purposes including suggesting, encouraging and appealing. The following is an excerpt of the type of directive speech act of giving advice.

> (12) Teacher : *"Riski group, are you done? Or do you want to add more? Just add more to make it clear."*
> Student : *"That's all, Ma'am."*
> *(Context: spoken by teacher when one group has written their work on the blackboard.)*

Speech (12) implied suggesting. The teacher used this kind of speech so that students could perform the activity as suggested by the teacher. In this speech the teacher suggested Riski's group to add more data they found on the board.

*C. Strategies for Using Teacher Directive Speech Acts*

The use of speech strategy is a technique of delivering speech the speaker uses to convey ideas or advices when communicating with an interlocutor. The speech delivery strategy is used so that the purpose of the speech can be conveyed properly in accordance with the context behind the speech event as a result the speech partner can understand the purpose of the speech well. The results of data analysis found a strategy of using the directive speech acts of teachers in classroom interactions using direct strategies and indirect strategies.

*1. Direct Strategy*

Speech actions using direct strategies occur because there is a direct relationship between sentence structure and its function (Wijana and Rohmadi, 2009). Based on the results of the data analysis of the direct strategy of the teacher directive speech acts use in classroom learning interactions found in this study are as follows.

(13) Student : "Please, make it as homework ma'am."
Teacher :"No, it must be submitted today!"
(Context: the teacher stated it as a confirmation when one of the students asked whether the work.)

Speech (13) is directive acts of command using direct strategies. Speech (13) was categorized as a type of command because the speech was characterized by the use of the word "must" which intended to instruct students to do assignments in the same day. Thus the speech (13) is commanding speech acts using direct strategies. This meant that the teacher implemented the speech directly or the intended meaning was the same as what appeared in the utterance.

*2. Direct Strategy*

Teacher directive speech acts were also expressed indirectly. Speakers utter a speech indirectly or the intended meaning is not the same as that appears in the speech (Wijana and Rohmadi, 2009). The following describes the use of speech acts indirectly.

(14) Teacher : "Riski group, are you done? Or do you want to add more?"
Student : "That's all, Ma'am."
(Context: spoken by teacher when one group wrote their work on the board.)

Speech (14) is type of directive speech acts delivered indirectly. In speech (14) the teacher asked the students to use the interrogative mode. The speech mode was used by the teacher not only through the act of asking questions but also by requesting. Even the teacher pointed out directly to a student. This encouraged students to be able to fulfill the teacher' longing as a speaker.

## IV. CONCLUSIONS

Classification of speech acts was in line with the theory proposed by Searle (1985) which was divided into five forms of speech acts. One form of speech acts was directive speech act. The division of types of directive speech acts in this study adapted theory from Yule (1996). Directive speech acts were very potential to be used by teachers in managing classrooms, so that learning could run conducive and learning objectives could be achieved maximally.

According to the research findings, several conclusions could be drawn. First, the types of teacher directive speech acts found in this study covered command speech act, request speech act, and giving advice speech act. From the three types of speech acts, the most common type of command that appeared namely 52 data compared to the type of request that were only 16 data and while there were 7 types of giving advice data. Second, each type of speech act had various intentions that was expressed through speech. The purpose of the teacher directive speech acts included commanding, instructing, inviting, asking, expecting and encouraging. Third, the strategies for using teacher directive speech acts found covered direct strategies and indirect strategies. Therefore, it could be concluded that the directive speech acts of teachers in the interaction of learning Indonesian language in class X of SMA BIAS were manifested in various ways through the use of speech acts, the purpose of speech acts, and the delivery strategies of directive speech acts with certain variants of linguistic markers. This could not be separated from the context that lied behind the discourse of interaction in the classroom and the purpose of the speech intended to be achieved in the classroom communication.

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