

# Teacher Directive Speaking Actions in Online Indonesian Learning

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## ABSTRACT

This study aims to describe the form of teacher directive speech acts in the online Indonesian language learning process in one of the junior high schools in West Sumatra. The data collection techniques used in this study were recording techniques and note-taking techniques. The data analysis techniques consisted of (1) transcribing the teacher's directive speech acts in the online teaching and learning process that had been recorded, (2) taking an inventory of the directive speech acts used by the teacher. in one of the junior high schools in West Sumatra during the learning process, (3) classifying the data based on the form of speech acts, (4) analyzing the data based on the form of directive speech acts and (5) inferring the data based on the results of the study. The results showed that the form of the Indonesian language teacher's directive speech in one of the junior high schools in West Sumatra in the learning process included the speech act of requesting requests, the speech act of requesting praying, the speech act of requesting inviting, the speech act of asking questions, the speech act of probing questions, the speech act of requirements. to command, requirements speech act to direct, prohibitive speech act to prohibit, permissive speech act to allow, advisories speech act to suggest, advisories speech act to encourage.

**Keywords:** *speech act, directive speech act, Indonesian language*

## 1. INTRODUCTION

Speaking is a language skill possessed by a person to convey messages through spoken language to others. In speaking activities, there is an interaction between the speaker and the listener so that an interaction occurs. Speaking activities have an important role because they are related to the function of humans as social beings. As social beings, humans always interact by having conversations so that social relations in society are maintained.

Speaking is studied in the field of language. The field of language that studies language and its context is called pragmatics. Pragmatics is a branch of linguistics that studies the relationship between context and meaning. Context is an element outside of language that is studied in pragmatics. When someone communicates, it is necessary to look at the situation and conditions when speaking. Communication is not just the delivery of language through words but is always accompanied by behavior or action.

In pragmatics, spoken language is manifested in the form of speech which is called a speech act. [1] state that a speech act is an individual symptom of a psychological nature whose continuity is determined by the speaker's language ability in dealing with certain situations. According to [2], in an attempt to express

themselves, people not only produce utterances containing words and grammatical structures, but they also show actions in those utterances. Based on the two opinions above, it can be concluded that speech acts are a form of self-actualization or expressing thoughts to others with actions or just words with a specific purpose. Speech acts and speech events are two symptoms found in a communication process in conveying or mentioning one intention by the speaker. Hymes in [3] uses the term speech event for activities that are directly regulated by norms in conversation. Hymes also revealed that the speech event has a close relationship with the setting of the event. Certain speech events will occur in the context of certain situations. In accordance with the context of the situation, a speech event may be more appropriate to be delivered in one language, while another speech event is more suitable to be delivered in another language. According to Atmazaki (in [4]). Speech act is a symptom contained in the communication process. Speech acts are actions or actions so that the listener knows the meaning of the speaker's words. In essence, in speech acts apart from mentioning something, someone also takes action. The skills of a teacher in communicating with students are very necessary. The teacher's speech must please and motivate students.

Teachers must be able to make the classroom atmosphere comfortable and create a peaceful learning atmosphere. If the learning process is good, a good response will be obtained (in [5]).

Effectiveness of interaction is important for teachers and students so that the teaching and learning process runs smoothly. To achieve communication effectiveness, it is necessary to understand various factors related to distance and social closeness to carry out speech acts. A speech act is an utterance in which there is an action. In an utterance, the speaker has a goal to be achieved from his interlocutor. Implicature is the goal of the utterance spoken by the speaker.

The interaction between teachers and students in the learning process also requires logical speech acts so that the teaching and learning process can run effectively. This goal can be realized if a teacher has a method, strategy, speech that is realized with a teacher's language tool (Teacher Talk). The teacher's language tools in the teaching and learning process will make it easier for teachers to plan strategies for asking questions before learning is carried out. The teacher's language in the learning process has a very important role to create an active classroom atmosphere. Class activity in the teaching and learning process is an indicator of the success of teachers in teaching.

Teachers as one of the core components in the learning process are required to choose interactive media/languages so that communication between students and teachers goes both ways [6]. The role of teachers in the teaching and learning process in schools is relatively high. The teacher's role is related to the student's role in learning. Learning refers to changes in individual behavior as a result and process of experience, both natural and deliberately designed. Learning is complex. The complexity of learning can be seen from the teacher and students. From the student's perspective, learning is experienced as a process. Students experience mental processes in dealing with teaching materials. Teaching materials can be in the form of natural conditions, animals, plants, humans, and teaching materials that have been collected in textbooks. Meanwhile, from the teacher's point of view, the learning process appears as a learning behavior about something.

Therefore, the speech of a teacher when teaching is very influential on learning outcomes. The teacher must adjust the speech used based on the context or circumstances. One of the speech acts used by the teacher in learning is directive speech acts. A directive speech act is a speech act from a speaker (Pn) to a speech partner (Mt) to encourage the speech partner to take an action in accordance with what the speaker wants. Teachers in carrying out teaching and learning

activities in the classroom are very productive using directive speech acts. This is done in order to create a safe, comfortable, and fun learning atmosphere in the classroom. Teachers as educators always try to convey information and knowledge to students in various ways, techniques and strategies. Students as someone who needs information and knowledge about new things will certainly try to understand properly the message or information and knowledge conveyed by the teacher. In reality, the teacher in the classroom is required to attract and hold students' attention, tell students to speak or be quiet, and try to check whether students can follow what the teacher is doing. Thus, the speech act of the teacher in the classroom is certainly different from the speech act of a speaker, an orator in a campaign, a preacher, a commentator in a sports competition or a salesperson who is offering his merchandise.

When teaching and learning interactions take place in the classroom, a teacher is expected to be able to convey his ideas in a short, clear, complete, correct, and orderly manner. Vice versa, teachers expect their students to communicate in response to the learning carried out by the teacher. This is because, it is not uncommon to find symptoms that cause the quality, quantity, relevance, and clarity of messages to be reduced so that the expected communication cannot be maximized. As a result, the failure of the learning process teaching and in the classroom cannot be avoided (Anis in [3]).

During the COVID-19 outbreak in Indonesia, several government regulations were issued to prevent the spread of the outbreak. One of them is social distancing. Social distancing is an effort to maintain distance, for example, such as avoiding crowds and physical contact. The existence of social distancing has clearly had a huge impact on the world of education. Learning that has been carried out in schools has been closed starting in March 2020. Even until May 2020, learning is still being carried out from their respective homes. A separate challenge for the world of education so that learning can continue in the midst of this COVID-19 pandemic. One way out to deal with this problem is online learning. Online learning is learning that is carried out remotely with the help of the internet. In online learning, facilities and infrastructure are needed, in the form of laptops, computers, smartphones, and internet network assistance. In addition to facilities and infrastructure, a teacher must also be able to adapt to the situation of students (in [7]).

Various teaching objects used by teachers in online learning are text, audio, visual, audio visual. This shows that there is a need to collaborate to compile interesting online materials, for example with animated games and simulations, so that adequate time and energy are needed to perfect online learning materials (in [8]).

One of the speech acts used by the teacher during the online learning process is using directive speech acts. A directive speech act is one of the types of speech acts intended by the speaker so that the speech partner takes action according to what is stated in his speech. The learning process in the classroom manifests in the speech acts of a teacher in transferring knowledge to his students. Yule [2] defines directive speech acts as types of speech acts used by speakers to tell others to do something. This type of speech act states what the speaker wants. These speech acts include: orders, orders, requests, requests, and giving suggestions.

Directive speech acts are part of the type of illocutionary act whose purpose is for the speech partner to act according to what we say. Directive speech acts are divided into: commanding speech acts, suggesting speech acts, pleading speech acts, advising speech acts, and opposing speech acts (in [9]).

The realization of this directive speech act is the speaker's request to the speech partner to take certain actions or vice versa, the speaker prohibits the speech partner not to take certain actions. According to [10] and [11] the type of follow-said directive includes follow-rule(commands), begging(requests), gives advice(suggestions), and gave permission(permissions).

Furthermore, Kreidler [12] divided the TTD into three, namely (1) command(commands), (2) demand(request), and (3) suggestions(suggestions). A command (commands) is possible if the speaker has the ability to control the speech partner. The verbs in this speech are; command, require, not allow, and so on. Meanwhile, requests are a form of speech that states the speaker "wants" for the speech partner to take the desired action. Verbs that express a request include; begging, wishing, wishing, wishing, and so on. Furthermore, suggestions are speeches made by speakers containing suggestions or opinions or asking others to give opinions or suggestions about something to do or not to do. Verbs that include suggestions include; advise, express opinions or suggestions, suggest, recommend, remind, and so on. Furthermore, to analyze the categories of speech acts, the theory of Bach and Harnish (in [13]) categorizes directives into six main categories, namely: 1) Requestives (asking, begging, pleading, pressing, inviting, praying, inviting, encouraging). 2). Questions (ask, investigate, interrogate), 3) Requirements (order, require, command, demand, dictate, direct, instruct, regulate, require), 4) Prohibitives (forbid, limit), 5) Permissives (approve, allow, give) authority, bestow, grant, allow, permit, release, forgive, permit), and 6) Advisories (advise, warn, counsel, propose, suggest, encourage). Based on the description above, the purpose of this research is to

describe the form of directive speech acts used by Indonesian language teachers in the online teaching and learning process of folklore texts in a junior high school in West Sumatra.

## **2. METHODS**

This research is a qualitative research with descriptive method. This research is classified as a qualitative research because it aims to produce descriptive data about teacher directive speech during the process of learning Indonesian about folklore texts online in a junior high school in West Sumatra. According to Bogdan and Taylor (in [14]), defines qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. To achieve the objectives that are in accordance with the problem to be studied, the researcher uses a descriptive method, which is to describe in detail the things to be studied in detail. The researcher uses this method because the data collected is in the form of words not in the form of numbers and the data obtained is descriptive in the form of directive speech acts of Indonesian language teachers online in one of the junior high schools in West Sumatra. The data of this research is the directive speech of the Indonesian language teacher. The source of data in this study is the speech of a teacher who teaches Indonesian online at a junior high school in West Sumatra. Data collection techniques used in this study are recording techniques and note-taking techniques. The note-taking technique is recording relevant matters, especially the behavior of each participant in the speech event. After the data is collected, the data is analyzed in the following way. (1) Transcribing the teacher's directive speech acts in the online teaching and learning process that has been recorded, (2) Taking an inventory of the directive speech acts used by the teacher in one of the junior high schools in West Sumatra during the learning process, (3) Classifying the data based on the form of speech acts, (4) Analyzing data based on the form of directive speech acts and (5) Conducting data conclusions based on research results.

## **3. RESULTS AND DISCUSSION**

Categories of Indonesian Language Teacher Directive Speech Actions at a Junior High School in West Sumatra consist of 1) Requestives with the mode of asking, praying and inviting, 2) Questions with the mode of asking and probing, 3) Requirements with the mode of commanding and inviting, 4) Prohibitives are forbidding mode, 5) Permissives are allowing mode, and 6) Advisories are suggesting mode.

### 3.1. Speech acts of Requestives

The directive speech acts of Indonesian language teachers when learning folklore texts online at one junior high school in West Sumatra which are categorized as requestives are found in three forms of expression, namely expressions with the modes of asking, praying and inviting.

#### 3.1.1. The speech act of Requestives Asking

lexically asking is interpreted as saying words in order to be given or get something (Editorial Team, 2008: 917). Semantically, the word has the meaning of a request to the interlocutor. The speaker tries to ask the speech partner in an informal atmosphere with a specific purpose. The following are some examples of directive speech acts of Indonesian language teachers in one of the junior high schools in West Sumatra which are categorized as requesting requests, as follows.

Data 1: If you hear the cleric's voice and see the cleric's slide clearly, please say "A". Let's all try to say 'AA'

Context: spoken by the teacher when the teacher is about to start the lesson by displaying a power point slide while zooming in.

Data 2: Ustadzah's children who know later, please raise your hand!

Context: spoken by the teacher when the teacher asks students to raise their hands when the teacher displays an image to train students' focus.

Data 3: after that we pray before studying. Ustadzah wants Ustadzah's children to pray enough in their hearts from their respective homes.

Context: the teacher conveys a request to students to pray before studying in their hearts from their homes because learning is carried out online.

Data (1), (2) and (3) are referred to as requesting speech acts because the intonation is high at the beginning and low at the end as in data (1). The sentence has a tone as a characteristic of a sentence that contains the meaning of a command and has a subtle tone of request because it is preceded by a request diction "if you are antum". The lexicon in data (2) and (3) lexically means asking. The data already has a requesting sentence construction; without a context the data can be understood as a sentence that means a request because the context in the sentence clearly shows the meaning of the request is different from the

data (1). The data cannot be understood as a request sentence without being supported by context. In these data context has an important role to help the speech partner understand the meaning of communication. The speaker and the speech partner will have the same understanding if there is a clear context in the communication. The utterance is categorized as an indirect speech act because to give an order the speaker does not use the formal construction of asking.

#### 3.1.2. Acts of Speech Requestives Praying

Praying lexically can be interpreted as a request (hope, request, praise) to God. Prayer is a one-way request that humans make to their god. The impact of prayer can be for the prayer or for others. Prayer is a request or request that is good to Allah SWT, such as asking for health, safety, lawful sustenance and fortitude in living life. Speech acts that have the nuances of praying usually have distinctive markers in a sentence. The following are some examples of an Indonesian language teacher's TTD in one of the junior high schools in West Sumatra in the category of praying requestives, as follows:

Data 4: Let's close our lesson by reading a prayer after studying.

Data (4) above shows the directive speech acts of Indonesian language teachers in the category of praying requestives. The directive speech act above is characterized by diction which has the meaning of hoping to God. Some of these words are usually distributed with the word Allah so that their meaning directly indicates a request that is only addressed to God, as in the data quote (4).

The data excerpt above shows the teacher asking students to read a prayer after finishing studying in the hope that Allah will bless the knowledge that has been learned. These expectations are categorized as directive speech acts in the category of requestives to pray because hope is only aimed at God. Lexically, the diction used is the same as hoping for humans, but the diction is distributed with the word Allah so that the hope is more specifically aimed at God.

#### 3.1.3. Speech acts of Requestives Inviting

Lexically, the word invite has several meanings, 1) to ask (to invite, to order, etc.) to participate (to come and so on), 2) to challenge (to fight and so on); 3) awaken the heart to do something (Editorial Team, 2008: 22). The word asking to be a key indicator of a diction is said to have an inviting semantic field. The

following are some examples of directive speech acts of Indonesian language teachers in the category of inviting requestives, as follows.

Data 5: Come on, Ustadzah wants you to watch the following video!

Context: Spoken by the teacher when the teacher gives a video show learning folklore text.

Data 6: Cute, say it! That's cute.

Context: spoken by the teacher to invite students to say 'cute' when the teacher reads the rhyme.

Data (5) shows the speech act of requesting invites. The data is marked with the word 'come on' which means let's go. The word let lexically means an exclamation to express an invitation (Editorial Team, 2008: 879). The lexeme is a tool to mark an invitation in Indonesian. Likewise, in the process of online teaching and learning activities in one of the junior high schools in West Sumatra, the teacher uses the tool to invite students to view videos that will be shown related to the lessons to be studied, namely folklore texts. While data (6) the teacher invites students to say "cute" when the teacher gives a rhyme. The above findings are in line with the theory of Bach and Harnish (in Ibrahim, 1992: 28-33) which explains that one of the directive speech acts is Requestives asking, praying, inviting. This mode is often applied by Indonesian teachers at one of the junior high schools in West Sumatra when giving orders to their students. The directive speech act of Requestives asking, praying and inviting has a politeness content, because the order is conveyed in an indirect way.

### 3.2. Speech acts of Questions

The directive speech acts of an Indonesian language teacher in a junior high school in West Sumatra which are categorized as questions are found in directive expressions which have the meaning of asking and investigating

#### 3.2.1. Speech acts of Questions Asking Questions

are sentences that contain intonation and the meaning of the question. The main purpose of this sentence is to ask others to do or provide something in the form of information. However, not all interrogative sentences are intended for someone, there are also interrogative sentences aimed at oneself. The sentence usually does not require an answer because this sentence only serves to believe in yourself. The sentence can be in the form of asking or asking. This sentence is

conveyed if the speaker wants to get information or a reaction from his interlocutor. This sentence has

characteristics, 1) question intonation, 2) uses question words and ends with question marks in written language. An interrogative sentence that only requires a yes or no answer has an increasing intonation at the end of the sentence. Meanwhile, interrogative sentences that require a long answer have a decreased intonation at the end of the sentence. The following are some examples of directive speech acts for Indonesian language teachers. One of the junior high schools in West Sumatra asked questions.

Data 7 : Can the ustadzah's voice be heard clearly by all of the ustadzah's children?

Context: Spoken by the teacher when the teacher asks students during learning via zoom. The teacher asks if the students can clearly hear his voice.

Data 8 : Well, this is the next picture! Who can point out the differences in these two pictures?

Context: spoken by the teacher when students are asked to show the difference between the pictures shown and the slide show points.

Data 9 : are you ready with your writing utensils?

Context: Spoken by the teacher when students are asked to prepare their writing utensils before learning begins.

Data (7), (8) and (9) are categorized as teacher directive speech acts in the category of questions with questions. The question word refers to the speech partner who is asked to perform an action. The teacher's speech above shows an implicature that must be done by his partner. The hope from the speech above is that there is a student response to carry out the teacher's orders even though the command does not mean coercion.

#### 3.2.2. Speech Action Questions Investigate

The word investigate is synonymous with examining, studying, exploring, studying, researching, determining, guessing, observing, exploring, and digging. The following are some examples of directive speech acts of Indonesian language teachers in one of the junior high schools in West Sumatra which are categorized as probing questions as follows.

Data 10: Take a look at the screens of all of the Ustadzah's children? What is this about? What kind of game is this?

Context: Spoken by the teacher when the teacher wants to know if students can guess the game displayed on the power point slide.

Data 11: if we look at this power point, what are we going to learn about now?

Context: spoken by the teacher when the teacher wants to know whether students can know the lesson to be studied according to the slides displayed.

Data 12: Ready for today's lesson, Ustadzah children?

Context: Spoken by the teacher when he is about to start learning. The teacher asks if the students are ready to learn.

The speech of an Indonesian teacher at a junior high school in West Sumatra is categorized as a directive speech act because it has the meaning of an order to do something. Data (10) and (11) are categorized as probing directive speech acts because they are marked by a question tool that contains a directive meaning, namely the sentence "what do we learn?" The word is spoken by the teacher in front of the students by displaying a power point slide. In addition to the teacher intends to ask students, the teacher's speech has the implicature of probing and checking the students' ability to learn what will be learned. In classroom learning, the teacher uses this speech act to make the class effective and reopen students' memories regarding the material that has been taught in a more polite way. The teacher's attitude has implications for the psychology of students who are not burdened with teacher questions which are assessed by students as having no coercive tone.

Data (12) is categorized as probing directive speech acts because there are interrogative sentences preceded by presuppositions containing the meaning of notification. In data (12) the interrogative sentence is "ready" as an affirmation.

The purpose of using unspoken questions in the mode of asking is to keep students feeling loved and appreciated. Teachers who respect their students will have an impact on students' psychology. They will like to learn and be creative because they are given the opportunity to actualize themselves freely and do not feel indoctrinated by the teacher. On the other hand, students who are not loved and are not given the opportunity to actualize their creativity will feel constrained by their creativity so that they become inferior individuals. Therefore, teachers must be good at

controlling the behavior of students by speaking which can increase their confidence.

### 3.3. Requirements Speech

Acts Directive speech acts of Indonesian language teachers in one junior high school in West Sumatra which are categorized as requirements are found in directive expressions which have the meaning of commanding and directing.

#### 3.3.1. Speech Act Requirements Ordering

Commands are words that mean to order to do something (Editorial Team, 2008: 1057). Sentences that contain orders to others to do something or sentences that are used to get a response according to the will of the submissive. To order is to give orders; ordered to do something. The meaning of a command sentence is a sentence whose contents command / order someone to do something. The command sentences have the following characteristics: 1) using an exclamation mark (!) at the end of the written sentence, 2) the intonation is high/rising, 3) using command words, 4) the structure is reversed, namely the subject behind the predicate (Alwi, et al: 2003: 353).

The definition and characteristics of the command sentence above can be used as an indicator to show that the teacher's speech is categorized as commanding. Here are some examples of the Indonesian language teacher's TTD in one of the junior high schools in West Sumatra in the category of governing requirements as follows Data 13: if the Ustadzah's voice is heard clearly, please raise your thumbs up!

Context: The teacher tells students to ask students to raise their thumbs when they can hear the teacher's voice clearly.

Data 14: Reza, tell me about how many differences are there in this picture? Just mention one difference that Reza sees from this Ustadzah's picture.

Context: spoken by the teacher to a student to ask students to mention one of the differences in the picture displayed on the power point slide.

Data 15: All of the Ustadzah's children, let's say Alhamdulillah. Next, clean up your stationery. Lastly, don't forget to smile.

Context: Spoken when students are asked to say alhamdulillah and clean up their writing utensils when

the lesson is finished. The teacher also told the students to always smile.

Based on the characteristics, the data (13), (14) and (15) are classified as expressions that contain the meaning of commanding. The expression is expressed by the teacher in the class to instruct his students. It is said to be a directive act because there is an expectation to be responded to by the said partner.

### 3.3.2. Speech Act Requirements Directing

The word directing lexically has the meaning of guiding or giving instructions (Editorial Team, 2008: 83). The following are some examples of teacher directive speech acts in one of the junior high schools in West Sumatra in the category of directing requirements as follows.

Data 16: before starting the lesson, we should make ablution first.

Context: Spoken by the teacher at the time the lesson will begin. The teacher directs the students to perform ablution.

Data 17: after that, provide your stationery.

Context: this speech is spoken by the teacher after the students are directed to perform ablution. The teacher directs students to prepare writing tools.

Data (17) and (18) indicate the presence of a directing mode. If you pay attention to the data above, there are several lexemes that lexically mean to provide guidance, namely in the sentences "before we start the lesson" and "provide".

The speech act of directing requirements is one of the directive speech acts used by teachers in one of the junior high schools in West Sumatra to give effect to the action on students. Therefore, the speech is said to be a speech act because it requires follow-up from the speech partner.

### 3.4. Prohibitive speech acts Prohibit Prohibiting

is ordering not to do something (Editorial Team, 2008: 791). The prohibition sentence is a sentence that requires the second party to follow what is prohibited by the first party. The prohibition sentence is almost the same as the command sentence. However, it is clear that the command sentence has certain characteristics. The characteristics of prohibition sentences include: 1)

Prohibition sentences are usually negative sentences, which are identical to the initial words which have the meaning of prohibited, don't, etc., 2) Prohibition sentences which are identical with negative sentences thus have a characteristic that is the use of the word prohibition. which has no meaning, such as "no, no need, and no need etc", 3) Prohibition sentences always end with an exclamation mark (!).

The definition and characteristics of the prohibiting sentence above can be used as indicators to describe that the teacher's speech is categorized as prohibition. The following are some examples of directive speech acts for Indonesian language teachers in a junior high school in West Sumatra which are categorized as prohibitives. Data 19: a student should not be complacent or enter the world of social media. Because social media has both positive and negative effects.

Context: The teacher said when the teacher asked the students which of the students was playing Instagram.

The data (19) above is categorized as a prohibitive directive speech act because the characteristics of the prohibition sentence are listed in the word "not allowed". The data above is a negative sentence which is marked with a verb that means prohibition. The teacher uses this category to give a prohibition in a positive way.

### 3.5. Permissives speech

acts allow Permissives speech acts allow is an utterance which means giving opportunity (freedom); allow (Editorial Team, 2008: 204). Every sentence that contains the meaning of giving an opportunity (freedom); allow is classified as a permissive speech act to allow. The following are some examples of directive speech acts of Indonesian language teachers in one of the junior high schools in West Sumatra in the category of permissives to allow with the meaning of giving opportunities.

Data 20. All right, Ustadzah give five seconds to prepare the writing utensils.

Context: Spoken by the teacher when one of the students has not prepared writing tools when learning is about to begin.

Data (20) is categorized as permissive because in the data quote there are words that have one semantic field, allowing with the option of giving one chance. The words are "okay ustadzah will give time".

### 3.6. Advisories Speech Acts Suggesting Advisories

directive speech acts suggest that the speech partners follow what is suggested by the teacher. The word suggest means giving advice or doing work for others (Editorial Team, 2008: 1226). The meaning of giving arises because of the me-kan affixation process.

The word suggestion means an opinion, suggestion, suggestion that is put forward for consideration (Editorial Team, 2008: 1226). The following are some examples of directive speech acts by an Indonesian teacher in one of the junior high schools in West Sumatra in the advisories category, suggesting the following:

Data 21: Whatever we do in this world, we must surrender to Allah. By doing ablution we are in a state of purity. Because we cannot deny that we cannot determine when or where death or death will come. So, whatever we do, we must

purify ourselves first.

Context: Spoken by the teacher when he is about to start learning. The teacher asks the students to perform ablution.

Data 21: we must balance what we achieve in this world and what we achieve in the hereafter.

Context: spoken by the teacher to students in between lessons when the teacher discusses folklore texts.

Data 22: well, order ustadzah, all of you don't forget to maintain personal hygiene such as washing hands and using hand sanitizer. If you sneeze, don't forget to say a prayer. Finally, don't forget to always smile and be grateful.

Context: Spoken at the closing of the lesson.

Data (21), (22) and (23) show the teacher's directive speech act which means Advisories suggest or give advice to their students. This utterance asks students to apply kindness in life. The data (22) is delivered by the teacher at the closing of the lesson. The teacher gives an advice so that students always maintain cleanliness related to the current pandemic.

## 4. CONCLUSION

Based on the results of research that has been carried out on the speech acts of Indonesian language teachers in the online learning process in one junior high school in West Sumatra, it is concluded that the teacher uses

the category of directive speech acts of Indonesian language teachers in one of the junior high schools in West Sumatra including the speech act of requesting, asking, The speech act of requesting to pray, the speech act of requesting inviting, the speech act of asking questions, the speech act of probing questions, the speech act of commanding requirements, the speech act of directing, the speech act of prohibiting prohibiting, the speech act of permissives allowing, the speech act of advising advisories, the speech act of encouraging advisories.

The results of this study are expected to be used by Indonesian language teachers as a reference in selecting and using directive speech acts based on their categories in Indonesian language learning. Thus, communication between teachers and students is more interactive and meaningful. Therefore, it is necessary to do further research on students' directive speech acts to teachers and students' speech acts to students.

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