Teacher's Directive Speech Acts on the Online Teaching and Learning Process of Kampus Mengajar Program

Hartatik Yunani Krisdiah*, Harun Joko Prayitno, Miftakhul Huda, Laili Etika Rahmawati

Faculty of Teacher Training and Education, University of Muhammadiyah Surakarta, Surakarta, Indonesia

*Corresponding author Email: a310180061@student.ums.ac.id

ABSTRACT

This research aims to identify directive speech acts by teacher during the online teaching and learning process. The data source of this research is in the form of teacher speeches during the instructional process at SD Negeri 6 Jimbung, Kalikotes Subdistrict, Klaten Regency. This research belongs to qualitative research for it aims to produce data in the form of words, expressions, speeches, or sentences related to the teacher's directive speech acts during the online class in SD Negeri 6 Jimbung. The data collection process employs *Simak Bebas Libat Cakap (SBLC)* which means uninvolved conversation observation, voice-recording, and note-taking techniques. The data from this study is analyzed using pragmatic methods. The results of this study show the forms of directive speech acts by the teacher during the teaching and learning process including: requesting (25%), pleading (7%), persuading (17%), encouraging (11%), questioning (16%), commanding (11%), prohibiting (5%), allowing (4%), and reminding (4%).

Keywords: Directive speech acts, learning, kampus mengajar

1. INTRODUCTION

During online teaching and learning process through digital platforms, teacher may utter useful speech acts. In pragmatic studies, the expression used by speaker is formed during speaking and is sometimes referred to as speech acts. The directive speech acts by the teacher are uttered both directly and indirectly [1]. Speech acts is a speech/statement said by speaker, expecting the actions to be in harmony as what is said [2]. Speaker' speech is aimed at determining the purpose expressed and understood by speech partners. [3]. Language use can be found in many places, including homes, schools, and offices. One of them is in the process of teaching and learning. In the instructional process carried out by teacher, in their role as the speaker, they can deliver their knowledge by using speech acts. Through good and effective speech, teacher can instruct students to take action based on their speech. Directive speech acts is a type of speech acts that aims to impact the actions by speech partners to be in accordance with the expectations or commands made by the speaker [4].

Language speech is a form of language action obtained through communication between speaker and speech partners in a particular context [5]. Speech is divided into five categories, namely directive, representative, expressive, declarative, and commissive speech [6]. In this context, the discussion in this study focuses on the directive speech. Directive speech acts can also express the speaker's meaning, such as expectations and intentions so that the speech acts or behaviors expressed can cause speech partners to do something [7]. Through directive speech acts, teacher can cause a variety of responses by students during the teaching learning process, so that students do the actions following the teacher's speech. The courtesy of directive speech acts is a form of language politeness leading to character building for elementary school students as the main foundation for them to instill proper character building [8].

Directive speech acts is a speech/statement intended to make the speech partners be able to perform an action in accordance with the speech/statement, with some types

165

of directive speech such as: directing, ordering, motivating/encouraging, and suggesting. Directive speech acts is a form of utterance directed by the speaker to influence speech partners to perform an action/behavior which includes asking, pleading, demanding, forbidding, and commanding [9]. Directive speech acts is an expression used by speaker addressed to speech partners in order to create an expression of the speaker's intention or desire to be used as one of the reasons for speech partners in taking action [10].

Various countries are currently being hit by the COVID-19 pandemic, including Indonesia. Education is one of the affected fields in the nation. Therefore, the Ministry of Education and Culture (*Kemendikbud*) of Indonesia issued a program named *Merdeka Belajar–Kampus Merdeka* (MBKM) that is open for all students from both public and private universities. *Merdeka Belajar Kampus Merdeka* (MBKM) initiates a campus teaching program, one of the missions is teaching assistantship done by university students, to help the teaching and learning process in elementary schools in various villages/cities in Indonesia [11]. Currently, the COVID-19 pandemic has become an emergency situation in which online teaching and learning can risk the loss of an effective learning process. Therefore, the campus teaching program is expected to increase the effectiveness of the learning process [12]. The program aims to provide opportunities for students to contribute to education, as well as improve their soft skills to be directly implemented.

The technology advancement is currently progressing and the conditions of the COVID-19 pandemic makes many other activities must forcefully be carried out *online* including teaching and learning activities. Google Meet, Google Classroom, WhatsApp, Zoom, and Schoology are learning media that can be used online by teacher. However, media that are predominantly used to conduct virtual meeting are Google Meet, Google Classroom, and WhatApp. Google Meet is a video conferencing app used for *online* meeting purposes created and developed by Google. A feature that can be utilized through Google Meet is able to make quality video calls simultaneously and reach 300 people.

Google Classroom is one of the online-based mixed learning applications/media that can be utilized by teacher for free for students and members to access without any restrictions [14]. Through Google Classroom, teacher can deliver learning materials, assign tasks and assignments to students, and simply conduct quizzes. Google Classroom can be useful for online teaching and learning media through multiplatforms by using android or computer [15]. However, there are several disadvantages in the use of Google Classroom as a learning medium. For example, the effectiveness of Google Classroom is still questionable because it can only be accessed using a Google account and there is no

notification/indication that the material presented by the teacher is fully read by the student[16].

Google Classroom is an online application platform that teacher use to manage online classes so they can coordinate with students[17]. By using Google Classroom application, data of students' grades or accumulated grades can be recorded easily by teacher, learning materials and learning data are expected to be organized [18]. WhatsApp is an app provided on android or ios, integrated on a web platform with a variety of features that can be utilized to communicate with other users for education, entertainment, and business developed by one of today's social media platforms. WhatsApp application has been widely used by users, especially students when participating in online teaching and learning; moreover, WhatsApp enables the students to send various tasks visually to submit to teacher, and to discuss with teacher as well as students of the class through groups [20].

The directive speech acts in this study is focused on the teacher when conducting online teaching learning, because by using speech acts, speech partners can find out some forms of expression from speaker. The directive speech acts is a form of speech intended to cause an act to follow the speech, therefore, the speech partner should know the context of speech [21]. Speech is a form of communication event, which cannot take place by itself, contains meaning, has a function and a purpose, and affects the speech partner [22]. The directive speech acts results in the emergence of an action that can be done by the speaker. Therefore, research related to the speech of the teacher's directive acts in the learning process is very appropriate because teacher in the teaching and learning process require flexibility in delivering material orally. If the use of directive speech acts can be used appropriately, it will form an intention expressed to the speech partner through good speech.

Based on the description that has been outlined in the background, some of the issues are formulated and raised in this study, including (1) What are the types of directive speech acts delivered by teacher in the teaching and learning process? (2) What are some functions of the directive speech acts delivered by the teacher in the teaching and learning process?

2. RESEARCH METHODS

This research is qualitative research that uses a descriptive approach. This research includes qualitative research because it aims to produce data in the form of expressions, speeches, words, or sentences related to the actions of teacher' directive speech acts in online teaching and learning of SD Negeri 6 Jimbung. This study is descriptive because researchers carefully and meticulously record data in the form of words, speeches, images or photos, sentences, memos, videos, and diaries

[23]. Qualitative descriptive research aims to understand and explain the phenomenon of pent-up language when teacher conducts teaching and learning process. Therefore, in the process of this research, researchers only record data in the form of teacher' speech during the teaching and learning process. Thus, the results of the analysis appear in the form of words that describe the teacher' directive speech acts during the instructional process.

This research data consist of the teacher's directive speech acts. The data source in this study is the speech / words of the teacher in the online teaching learning process in SD Negeri 6 Jimbung, Kalikotes Subdistrict, Klaten Regency. This research uses data collection techniques, namely the *simak* technique, which uses one of the *simak* techniques, namely Simak Bebas Libat Cakap (SBLC), also the note-taking technique, and recording. This technique is done by tapping without participating in speaking, researchers only act as the examiners who listen carefully to what is said by people who speak [24]. The note-taking technique involves taking notes about relevant things, especially the behavior pattern of each participant in the speech acts [2].

To get an idea of the teacher's directive speech acts in the teaching and learning process, the identification method is used as a data analysis technique, which is a method of language analysis whose determinant is detached, outside, and not a part of the related language [25]. The form of the identification method used in this study is the pragmatic method of identification, in which

the speech partners serve role as determinants. Therefore, sociolinguistic-pragmatic approaches are used to reflect the social relationship between the interlocutor and the interlocutor to interpret the implied meaning of their conversation[26].

3. RESULTS AND DISCUSSIONS

Directive speech acts is often used in everyday life, through the speech acts, speech partners can understand the intent the speaker wants to convey. When speaker and speech partners are communicating, they must follow the context of the conversation; Context can be the basis of conversation [27]. Directive speech acts by the speaker means to act as intended/meant so that speech partners understand the speech acts [28]. Directive speech act is a speech act intended by speaker to speech partners to act following the speech [29]. Based on research that has been done, there are nine forms of directive speech acts used by teacher during online teaching and learning by utilizing *Google Meet, Classroom,* and *WhatsApp* applications.

The main difference between *online teaching and learning* and conventional learning is simply the sharing of online teaching and learning materials, and the interaction that occurs in the teaching program [30]. The use of *WhatsApp* Groups as a learning medium becomes an option at the elementary school level especially in low grades, such as first through third or fourth grades[31]. Here is the table of classification of directive speech acts:

Table 1. Classification of teacher directive speech acts in online teaching and learning

No	Directive Speech Action	Amount of Data	Percentage
1	Requesting	19	25%
2	Begging	5	7%
3	Persuading	13	17%
4	Pushing	8	11%
5	Asking	12	16%
6	Directing	8	11%
7	Forbidding	4	5%
8	Permitting	3	4%
9	Reminding	3	4%
		74	100%

3.1. Requesting

The directive speech act of requesting is a speech used by speaker in conveying requests to speech partners to be able to do as requested. The expression of

requesting is used to express an intention to the speech partner to do a thing/action intended by the speaker [7]. Marked with the words mohon (please), semoga (may), tolong (help), seandainya (if), minta (request), and –lah particle. Meanwhile, the requesting speech act intends others to do something or ask for something or an order

by the speaker to be done by the speech partner [32]. Requesting is a form of directive requestives which means to request by saying that the speaker pleads the speech partner, whether the speaker has expressed their intention to the speech partner to do what the speaker wants or the intention of the speech partners doing something that the speaker wants [33].

Table 2. Directive Speech Act of Requesting for Attention

Speech	Context	Purpose	Source
(1) *Perhatikan gambar denah di halaman 27* Please look at the map image on page 27	The speaker (teacher) asked the students to look closely or pay attention to a map image on page 27.	Paying attention to the book	Google Meet (September 4, 2021)

Speech in the data (1) above indicates that the speaker (teacher) request the students. In this case, the speech has the meaning of requesting students to pay attention to an image on page 27 in the book. Students are expected to be able to follow the teaching learning process calmly and focused.

The teacher's speech gives an overview of the form of directive speech of indirect request that all students have to pay attention to what the teacher is saying during online teaching and learning.

Table 3. Directive Speech Act of Requesting a Preparation

Speech	Context	Purpose	Source
(2) *Siapkan buku tema 1 halaman 52!* Prepare a 1-page 52 theme book!	This speech occurred when teacher and students did online teaching and learning using Google Meet. The teacher intended to ask students to prepare a learning medium in the form of books.	To prepare a book	Google Meet (September 4, 2021)

Speech in the data (2) above indicates that the speaker (teacher) requests the students. In this case, the speech has the meaning of asking students to prepare a book used in the online teaching and learning process through Google Meet. The speech gives an idea of a form of directive speech act of requesting marked by the word siapkan which means 'prepare'. The selection of the word was chosen by the teacher because in online teaching and learning as it is today many students do other activities outside of learning. For example, when the learning process takes place, one of the students is not focused, they choose to play rather than listen to the teacher's explaining the material.

Table 4. Directive Speech Act of Requesting to Read

Speech	Context	Purpose	Source
(3) *Untuk semua siswa kelas 5 baca-lah materi pada buku tentang pola hidup.* For all 5th graders please read the materials about	Teacher asks students to read healthy lifestyle materials.	Reading a book	Google Meet (September 4, 2021)

	lifestyle	in	your
	textbook.		

Speech in the data (3) above indicates that the speaker (teacher) asks the students. In this case, the speech has the meaning of asking students to read books about healthy lifestyle independently under teacher's supervision through Google Meet when online teaching and learning takes place. The existence of a directive speech as shown on the table can be noticed through the word bacalah which means 'please read'. The teacher's speech when requesting by using the word 'read' directly refers to all students with the intention to make all students immediately respond in the form of actions to be done on Google Meet.

Table 5. Directive Speech Act of Requesting to Send

Speech	Context	Purpose	Source
(4) *Jawaban ditulis di buku tugas, kemudian di foto dikirimkan pada Google Classroom* The answer is to be written in the task book, then take a photo of your work, and send it on Google Classroom	The teacher requests the learner to submit the answer sheet to google classroom.	Sending an answer sheet	WhatsApp (September 6, 2021)

Speech in the data (4) above leads to the claim that the speaker (teacher) requests the students. In this case, the speech had an intention or message to the students to send the photo of their answer sheet that had been written in their book, then, send it to Google Classroom previously created by the teacher. Speech in the data above shows the form of directive speech act of requesting using the word 'kirimkan' or 'please send'. The speech is directly spoken by the teacher to all 4th grade students with the aim of requesting them to send the photo of their answers.

Table 6. Directive Speech Act of Requesting to Bring

Speech	Context	Purpose	Source
(5) *Bawalah buku matematika dan tema 3* Bring books of math and theme 3	Teacher requests students to bring their math textbooks and theme 3 book.	Bringing a book	Google Meet (September 6, 2021)

Speech in the data (5) above shows that the speaker (teacher) requests the students to perform an activity. In this case, the speech has a meaning that later at the time, for face-to-face learning at school, students would bring math books and Theme 3 book as a medium of learning. Speech in the above data is conveyed by the teacher when delivering learning materials using Google Meet with the purpose of requesting. The form of directive speech act in the data (5) is characterized by the word bawalah which means 'bring it', to all 3rd grade students with the aim of asking the students to bring math and Theme 3 books.

Table 7. Directive Speech Act of Requesting to Study

Speech	Context	Purpose	Source
(6) *Hari ini ibu guru akan menjelaskan materi tentang teks puisi, selanjutnya kalian bisa mempelajari pada buku secara mandiri* Today I (the teacher) will explain the material about poetry, then, you can study about it in the book independently.	Teacher, during the class on Google Meet, requests students to learn the material about poetry in their books independently.	Studying poetry texts in the book.	Google Meet (September 6, 2021)

Speech in the data (6) above shows that the speaker (teacher) requests the students. In this case, the speech occurred by the time the teacher was explaining the learning material using Google Meet. First, the teacher delivered the material about poetry text, then, the students are requested to study the material in their book independently. The directive speech act in the data is marked by the use of the word mempelajari which means 'to learn', therefore, the teacher directly stated an utterance that students should study what the teacher had asked to.

Table 8. Directive Speech Act of Requesting to Take Notes

Speech	Context	Purpose	Source
(7) *Semua siswa wajib mencatat materi yang telah ibu guru sampaikan tadi lewat Google Meet* All students must take notes about the material that I (the teacher) have delivered earlier through Google Meet.	The teacher asks students to take notes related to the online material.	Taking notes of the material	WhatsApp (September 7, 2021)

Speech in the data (7) above shows that the speaker (teacher) requests the students. In this case, the speech occured when the teacher was delivering learning materials with Google Meet students can take notes using the book they have. The form of directive speech in the utterance is the use of the word 'mencatat' which means 'to take note' spoken to students. Teacher directly asked students to be able to take notes according to what the teacher said through WhatsApp.

Table 9. Directive Speech Act of Requesting to Answer

Speech	Context	Purpose	Source
(8) *Siswa menjawab soal dengan mandiri, tidak boleh bekerjasama dengan teman lainnya.*	The teacher requests the students to answer the question independently.	Answering the question.	Classroom (September 10, 2021)

Students are to answer questions independently, please do not cooperate with other friends.

Speech in the data (8) above shows that the speaker (teacher) requests the students. In this case the speech means that students should answer questions independently, not in groups. The form of directive speech in the data is characterized by the word menjawab which means 'to answer' which was directly addressed to all 5th grade students. It aims to make the students immediately respond to the teacher's speech by answering questions that have been asked by the teacher in the classroom.

3.2. Pleading

Through the directive speech act of pleading, the speaker politely asks the speech partner to do something in accordance with the wishes of the speaker. The directive speech act of pleading is the polite act of asking the speech partner to do something that the speaker wants [34]. The directive speech act of pleading is an act of speech that expects the speech partner to fulfill the wishes of his speaker in a good manner [35].

The directive speech act of begging is uttered by a speaker to beg the speech partners to perform an action stated by the speaker [36]. The directive speech act of pleading is an act of speech with full respect and hope to get something out of the speech [37].

Table 10. Directive Speech Act of Pleading an Apology

Speech	Context	Purpose	Source
(9) *Mohon maaf untuk pembelajaran minggu depan ibu guru ganti dengan penugasan* I'm sorry, for next week's meeting, I'd (the teacher) replace with assignment	The teacher apologizes to the students, because the meeting would be replaced by assignment.	Apologizing.	Google Meet (September 17, 2021)

Speech in the data (9) above shows that the speaker (teacher) pleaded with the students. The speech contains the meaning that the teacher apologizes to the students in the middle of online meeting on Google Meet. The form of directive speech on the data is characterized by the word '*mohon maaf*' or 'sorry' to all 6th grade students.

The teacher directly conveyed the speech using the fine phrase of *mohon maaf* meaning 'I'm sorry' which aims at avoiding the students for being offended, considering that the use direct sentences to convey meaning can give psychological effects that are not good for students.

Table 11. Directive Speech Act of Pleading Permission

Speech	Context	Purpose	Source
(10) *Ibu guru izin keluar dari Meet terlebih dahulu* I (the teacher) plead to quit the Meet earlier.	Teacher asks for permission from the students to quit from the class meeting	Pleading to quit from the meet.	Google Meet (September 11, 2021)

Speech in the data (10) above indicates that the speaker (teacher) pleads the students. The speech contains the meaning that teacher asks permission to the students to get out first from the synchronous meeting on Google Meet when the teaching had finished. The directive speech of requesting is marked by the use of the word *izin* meaning 'permission'. The speech was spoken by the teacher to the students to ask permission directly in order to exit the class.

3.2. Persuading

Directive speech of persuading is a speech used by a speaker to persuade / invite speech partners to do the desired deeds / actions. Persuading is the act of asking for (help, command, and so on), for speaker and speech partners to join or come together to do particular actions [23].

Table 12. Directive Speech Act of Persuading to Act Orderly

Speech	Context	Purpose	Source
(11) *Nanti jika sudah masuk sekolah, ayo kita semua terapkan 3M dengan ketat!* Later if you have entered school, let's all apply 3M strictly!	Teacher invites students to obey strict health protocols.	Obeying health protocols	Google Meet (September 11, 2021)

Speech in the data (11) above shows that speaker (teacher) invites students to obey health protocols orderly. The speech contains the meaning that the teacher invites the students to follow the rule orderly when they do face-to-face learning in school. The speech was delivered when the teacher was doing synchronous meeting online through Google Meet. The form of directive speech in the data can be marked by the use of the word *ayo* which means 'let's'. The speech spoken by the teacher to all students is intended to directly invite all students to apply health protocols, especially 3M, strictly.

Table 13. Directive Speech Act of Persuading to Participate

Speech	Context	Purpose	Source
(12) *Sebagai seorang yang berpendidikan, marilah kita membudayakan gemar membaca di lingkungan sekitar!* As an educated person, let us cultivate the love of reading in our environment!	Teacher invites the students to get used to doing activities like reading	Inviting to love reading	WhatsApp (September 14, 2021)

Speech in the data (12) above shows that speaker (teacher) invites students to participate in civilizing the love of reading in the surrounding environment. In the speech contains the meaning of the teacher persuading students with a speech in the form of marilah 'let's do'. The form of directive speech in the data can be characterized by the use of the word 'marilah' which was directly addressed to all 3rd grade students. Thus, the word 'marilah' is able to result a response or action like what is spoken by the teacher to the students.

Table 14. Directive Speech Act of Persuading to be Creative

Speech	Context	Purpose	Source
(13) *Cangkang telur dapat bermanfaat jika digunakan dengan tepat, ayo kita*	Teacher invites the students to make crafts.	Persuading to be creative	WhatsApp (September 14, 2021)

semua membuat kerajinan agar dapat bernilai tinggi!	
Eggshells can be beneficial if used appropriately, let's all make crafts in order to increase its value!	

Speech in the data (13) above shows that the speaker (teacher) persuades students to be more creative. In the speech contains the meaning of inviting, in the form of *'ayo'* which means *let's*. In the data (13), teacher gives apperception by using eggshell media to be used for handicraft-making by the students. Such directive speech act of persuading in the data is intended to get students to take action in the form of making a craft as expressed by the speaker.

3.3. Encouraging

Directive speech act is a speech / statement stated to the speech partners to get motivated to do something better. The directive speech act of encouraging aims at providing support to speech partners to have a positive impact in the future.

Table 15. Directive Speech Act of Encouraging Spiritual Action

Speech	Context	Purpose	Source
(14) *Kita harus selalu berdoa semoga pandemi segera berlalu, agar nantinya dapat belajar di sekolah.* We must always pray that the pandemic will soon pass, so that later we can study at school.	Teacher encourages students to always pray to God, so that the pandemic soon passes and they can enter the school.	Encouraging to do spiritual action	Google Meet (September 17, 2021)

Speech in the data (14) above shows that the speaker (teacher) encourages students to have a spiritual action or attitude. The speech contains meaning that the teacher encourages the students to get closer and to pray to God so that the pandemic can soon pass for the students can do face-to-face learning at school. The form of

encouraging directive speech in the data is characterized by the use of the word *semoga* which means "may". The teacher indirectly tried to motivate all students to always pray to God.

Table 16. Directive Speech Act of Encouraging Studying Hard

Speech	Context	Purpose	Source
(15) Ibu guru berharap semua siswa kelas 3 dapat belajar secara mandiri menggunakan media pembelajaran yang ada. I (the teacher) hope that all 3rd graders can learn independently using **the** existing learning media.	Teacher encourages students to be able to learn independently at home using existing learning media.	Encouraging studying hard.	WhatsApp (September 17, 2021)

Speech in the data (15) above shows the speaker (teacher) encourages the students to study harder. In the speech contains the meaning of the situation in Indonesia that is currently being affected by the Covid-19 pandemic, resulting in some activities to be done from home. For that, students must be given motivation to actively study at home by utilizing existing learning media. The form of encouraging directive speech in the data can be characterized by the use of the word *berharap* which means 'hope' with the intention of being able to follow the wishes of the speech partners so that students can perform the actions expressed by the speech partner well.

The directive speech act of questioning is a speech / statement uttered by the speaker expecting to get in-depth explanation by the speech partner. Questioning is the act of asking for more information (explanations, and so on)[23]. In the online teaching and learning process, teacher dominates the interaction with students by asking questions to generate understanding related to the material conveyed. Asking is a process of thinking, in the form of asking for internal responses in order to obtain responses that are in accordance with the purpose of internal feedback [38]. Through activities of questioning, speaker can find out the abilities of speech partners, so that speaker can judge indirectly.

3.4. Questioning

Table 17. Directive Speech Act of Questioning Individually

Speech	Context	Purpose	Source
(16) *Bagaimana doa sebelum makan?* How's the prayer before eating?	Teacher asks questions to students individually.	Asking individually	Google Meet (September 21, 2021)

The data (16) above show that speaker (teacher) asks students individually in the middle of synchronous teaching learning on Google Meet. The teacher tried to give encouragement to students in the form of asking questions to one of the students in order to get feedback that occurred when teaching learning takes place. The form of directive speech in the data can be marked

using the word *bagaimana* which means 'how?' The question word 'how' is used by the teacher in the speech as a form of direct interrogative sentence to a particular student. In this way, students would immediately prepare their answers themselves to anticipate the question from the teacher.

Table 18. Directive Speech Act of Questioning in Group

Speech	Context	Purpose	Source
(17) *Berapa jumlah siswa yang ada di meet?* How many students are (joining) at the (Google) meet?	The teacher asks the students who are on Google Meet.	Asking in group	Google Meet (September 21, 2021)

The speech in the data (17) above shows that the speaker (teacher) asks students in group at the time of online teaching and learning using the Google Meet app for grade 5. After the teacher had finished explaining the learning material, the next activity was to list the attendance on the number of students who join the virtual meeting. The form of directive speech in the data is characterized by the use of the word *berapa* which means 'how many' which indicates amount. The question word *berapa* or 'how many' is used in the speech as a form of

question that is directly asked to all students in group.

3.5. Commanding

The directive speech act of commanding is a form of speech that is done to ask speech partners to do what is said by the speaker [34]. The speech of commanding is divided into two ways, namely: commanding to work and commanding to scrutinize. Meanwhile, phrases that mean commands can be determined by using courtesy markers

[39]. Commanding comes from the word commandment which means a word intended to direct people to do something. The directive speech act of commanding (*requirement*) shows that every speaker's statement mean the actions that should be done by the speech partner [40].

Table 19. Directive Speech Act of Commanding to Work

Speech	Context	Purpose	Source
(18) *Silahkan kerjakan buku tema 3 halaman 17* Please work on page 17, book of theme 3	This speech occurred when the teacher sent a short message through WhatsApp ***group*** and instructed students to work on a task.	Commanding students to do exercise.	WhatsApp September 15, 2021

Speech in the data (18) above shows that the speaker (teacher) commanded the students to do the task immediately. In the speech contains meaning so that students can immediately work on the questions in the Theme book 3 on page 17. The speech took place during online teaching and learning and was delivered by teacher through WhatsApp class group. The form of directive speech in the data was noticed by the use of the word *kerjakan* which means 'do'. The teacher expects that all students can do exercise in the Theme book 3 precisely on page 17, then the teacher uses a direct command sentence with the word *kerjakan* or 'do'.

Table 20. Directive Speech Act of Commanding to Scrutinize

Speech	Context	Purpose	Source
(19) *Simak-lah video tentang kebersihan lingkungan!* Check out the video on environmental cleanliness!	In the online teaching and learning process using Google Meet, the teacher shared screen and displayed videos of the cleanliness of the school environment, and the students are commanded to watch and listen.	Make the students scrutinize	Google Meet September 11, 2021

Speech in the data (19) above shows that the speaker (teacher) commands students to listen. The speech contains meaning when the teacher was doing online teaching on Google Meet, he intended to share screen playing a video about the material related to environmental cleanliness. Therefore, the students must listen to what the teacher instructed.

The directive speech act of commanding to listen in the data is characterized by the use of the word simaklah. The teacher gave commands to all students by using the word "simaklah", therefore, the teacher tried to convey speech indirectly with a firm intonation.

3.6. Prohibiting

The directive speech act of prohibiting is a speech statement uttered by the speaker to express a prohibition not to take a particular action. It is an act of language that speaker use to give a prohibition or limit an action that can be marked with the word *jangan* which means do not, and *tidak* which means no" [7]. The directive speech act of prohibiting is a speech act to prevent speech partners from doing what is not allowed by speaker [35].

The directive speech act of prohibiting is a language act that prevents speech partners from doing something prohibited[41]. The expression of prohibiting is a speech act that serves to forbid speech partners from doing what is in the speech [42]. Directive speech in the form of prohibition, among others, has the function to convince or influence speech partners to perform an action desired by the speaker [43].

Table 21. Directive Speech Act of Prohibiting

Speech	Context	Purpose	Source
(20) *Jangan menyalakan audio/mic sebelum diizinkan.* Do not unmute the mic before allowed to do so.	When the teacher is explaining the material with Google Meet, students are prohibited from unmuting / turning on their mic.	Prohibiting unmuted mic.	Google Meet 24 September 2021

The speech in the data (20) above shows that speaker (teacher) prohibits students from unmuting their microphone. The speech contained meaning that when the teacher explained the learning material using Google Meet, students are expected to participate in the online teaching learning in accordance with the rules that have been made by the teacher. The form of directive prohibiting speech in the data is characterized by the use of the word jangan which means "do not". The form of direct command using the word do not, indicating the meaning conveyed that the teacher ordered his students to pay attention to the explanation of the material explained, therefore the teacher prohibited the students to unmute their mic.

3.7. Allowing

The directive speech act of allowing is a speech by giving a confirmation or allowing speech partners to do something. The directive speech act of allowing is a speech act used to encourage speech partners to perform an action desired by the speaker, which can be seen from the use of the words *boleh* (may), *silahkan* (go ahead), and *tidak harus* (not obliged)[7]. The directive speech act of allowing is the act of speech spoken by the speaker to allow or give permission to the speech partners to do something [35].

Table 22. Directive Speech Act of Allowing

Speech	Context	Purpose	Source
(21) *Silahkan untuk presensi digrup wa* (Please do the attendance list on whatsapp group)	Teacher allows students to list their name as an attendance proof in accordance with the number of attendees participating in online teaching and learning.	Granting attendance listing permission.	WhatsApp September 24, 2021

The data (21) above shows that the speaker (teacher) allows students to list their names through WA groups as a proof of attendance for joining virtual meeting on Google Meet. The speech contains the meaning if students really follow the teaching learning process done, then every student must write their name and student numbers. The form of directive speech act of allowing in the data is characterized by the use of the word silahkan which means please. The teacher indirectly used such sentence as a subtle command to all

students.

3.8. Reminding

The directive speech act of reminding is a speech intended to the speech partner by giving them reminder not to forget the obligation or an action that has previously been understood by the speech partner. The directive speech act of reminding can be used as a subtle rebuke by a speaker to their speech partners.

Table 23. Directive Speech Act of Reminding

Speech	Context	Purpose	Source
(22) *Jangan lupa tugas dikumpulkan tepat waktu.*	Teacher tried to remind students to collect their works.	Reminding to turn in the assignment	WhatsApp September 22, 2021

Don't forget to turn in the assignment on time.

Speech in the data (22) above shows that the speaker (teacher) reminds the students about their tasks submission. The speech appeared on their WhatsApp group, trying to remind students not to forget to collect the works that had been assigned in a timely manner. The form of directive speech act of reminding in the data can be known by the use of the phrase jangan lupa, which means 'do not forget'. Indirectly the teacher tries to express his intention in the form of reminding all students to collect tasks in a timely manner.

4. CONCLUSION

After the analysis and discussion of the collected data thoroughly with teacher in SD Negeri 6 Jimbung who used the directive speech acts when conducting online teaching learning, and based on the results of research that has been done, researchers concluded that there are several forms of teacher directive speech acts in the online teaching and learning process at SD Negeri 6 Jimbung.

There are nine forms of directive speech acts done during the process, and categorized into classifications, such as requesting, begging, persuading, pushing, questioning, commanding, prohibiting, allowing, and reminding.

EXPRESSION OF GRATITUDE

REFERENCES

[1] S. Sumarti, "TEACHER DIRECTIVE AND STUDENT AFFECTIVE RESPONSE (Pragmatic Studies and Their Implications in Indonesian Learning in Junior High)," *J. Penelit. Educators.* , vol. 15, no. 2, 2016, doi: 10.17509/jpp.v15i2.1304.

[2] W. Elmita, Ermanto, and E. Ratna, "The Actions of The Teacher Directive in the Teaching and Learning Process at Nusa Indah Banuaran Padang Kindergarten," *J. Educator. Bhs. and Indonesian Literature.* , vol. 1, no. 2, pp. 139–147, 2013.

[3] N. Scientific and A. N. Affandy, "The Directive of the Jakarta Governor Candidate Campaign 2016," *Stilistika*, vol. 10, no. 2, pp. 101–115, 2017.

[4] V. Nurpadillah, "The Speech of Millennial Student Director and Lecturer in WhatsApp Group," *Disastra J. Educator. Bhs. and Indonesian Literature.*, vol. 1, no. 2, p. 71, 2019, doi: 10.29300/disastra.v1i2.1899.

[5] A. Zuhriyah, Bagiya, and Kadaryati, "Analysis of Directive and Commissionive Speech on The Five-Tower State Film by Ahmad Fuadi and His Learning Screenplay in Class XI High School," *Surya Ark*, vol. 6, no. 51, pp. 156–163, 2018.

[6] A. Darwis, "The Speech of The Teacher Directive in The State Junior High School 19 PALU: Pragmatic Studies," *Bhs. and Sasta*, vol. 4, no. 2, pp. 21–30, 2019.

[7] I. N. Wati, N. E. Rusminto, and B. Riadi, "The Directive of Female Teacher in Learning Indonesian Class XI High School," *AKSARA J. Bhs. and Literature*, vol. 18, no. 2, pp. 100–112, 2017, doi: 10.23960/aksara/v18i2.pp100-112.

[8] H. D. Prayitno, A. Ngalim, and N. Jammaluddin, "Shift in Realization of Directive's Courtesy Reduction of Positive And Character Values Among Students," *Bahastra*, vol. 38, no. 2, p. 85, 2019, doi: 10.26555/bahastra.v38i2.9689.

[9] H. J. Prayitno, *Sociopragmatic Studies*. Surakarta: Muhammadiyah University Press, 2017.

[10] L. D. Pertiwi, M. Fakhrudin, and Bagiya., "Analysis of Directive Speech In Director Krishto Damar Alam's Betting Film and Learning To Listen To Class XI SMK screenplay," *Surya Ark*, vol. 6, no. 53, pp. 500–509, 2018.

[11] R. N. Anwar, "Implementation of Campus Teaching Force 1 Program Merdeka Learning Merdeka Campus in Elementary School," *J. Educator. and Entrepreneurship*, vol. 9, no. 1, pp. 210–220, 2021.

[12] A. MalYANA, "THE IMPLEMENTATION OF ONLINE AND OFFLINE LEARNING WITH CONTINUOUS GUIDANCE METHODS AT ELEMENTARY SCHOOL TEACHER IN TELUK BETUNG UTARA BANDAR LAMPUNG," *PEDAGOG. J. Ilm. Educators. Basic Indones.* , vol. 2, 2020, [Online]. Available: http://jurnal.stkippgribl.ac.id/index.php/pedagogia

[13] N. Juniartini and I. Rasna, "Utilization of Google Meet Application In Listening and Speaking Skills For Language Learning During the Covid-19 1Nme Pandemic," *J. Educator. and Learning Bhs. Indones.* , vol. 9, no. 2, pp. 133–141, 2020.

[14] N. P. A. Damayanti, "Effectiveness of Learning Indonesian With Google Classroom Against Reading Interest During the Covid-19 Pandemic," *J. Science Educators.* , vol. 4, no. 2, pp. 246–256, 2021, [Online]. Available: https://jayapanguspress.penerbit.org/index.php/cetta/article/download/1294/692

[15] T. Hartatik, D. Hidajat, and A. P. Exacta, "Analysis of the Effectiveness of Google Classroom in Online teaching and learning," *Absis Math. Educ. A.* , vol. 3, no. 1, p. 40, 2021, doi: 10.32585/absis.v3i1.1376.

[16] M. A. Rahmanto and Bunyamin, "Effectiveness of Online teaching and learning Media Through Google Classroom," *J. Educator. Islam*, vol. 11, no. November, pp. 119–135, 2020.

[17] T. Hariono, H. Ashoumi, D. Aprillia, and A. Z. Ulya, "E-Learning Training through Google Classroom," *Friday J. Pengabdi. Masy. Bid. Inform.* , vol. 1, no. 1, pp. 35–38, 2020, [Online]. Available: http://ejournal.unwaha.ac.id/index.php/abdimas_if/article/view/1052

[18] A. Dewi Ekawati and S. Kusuma Ningsih, "Google Classroom as a Means of Learning," *Abdi Lecturer J. Pengabdi. On Masy.* , vol. 4, no. 4, p. 441, 2020, doi: 10.32832/abdidos.v4i4.745.

[19] A. Nihayati and L. Indriani, "Efl Students' Perspective on WhatsApp As Media of Online Teaching and Learning in Covid-19 Pandemic," *J. Res. Lang. Educ.* , vol. 2, no. 1, p. 44, 2021, doi: 10.33365/jorle.v2i1.898.

[20] M. A. Alfiansyah, A. Sufyan, F. Science, and B. University, "In Online teaching and learning Study: Pragmatics," vol. 11, no. 2, pp. 53–68, 2021.

[21] E. P. Prayekti and A. Mutiah, "The Speech of the Teacher Directive in Learning Indonesian Class IX Islamic Junior High School Al Hikmah Jember," *Repos. UNEJ*, pp. 1–5, 2015.

[22] L. E. R. Ulin Intan Saputri, "Analysis of The Form of Directive Speech In Film Dialogue 'The Moon Sinks In Your Face' By Tere Liye," *J. KIBASP (Language, Literature and Teaching Studies)*, vol. 3, no. 2, pp. 249–260, 2020.

[23] N. A. Shah, "Courtesy of Directive Speech In Talk Show One Hour Closer On Tv One (Pragmatic Review)," *Adab. J. Bhs. and Literature*, vol. 1, no. 1, p. 94, 2018, doi: 10.14421/ajbs.2017.01105.

[24] M. Zaim, *Language Research Methods: Structural Approaches*. Padang: Sukabina Press Padang, 2014.

[25] Sudaryanto, *Methods and Techniques of Language Analysis: Linguistic Introduction to Cultural Research*. Yogyakarta: Sanata Dharma University Press, 2015.

[26] F. Fatma, H. J. Prayitno, N. Jamaludin, G. K. Jha, and T. I. Badri, "Directive Speech Acts in Academic Discourse: Ethnography of Communication from Gender Perspective in Higher Education," *Indones. J. Learn. Adv. Educ.* , vol. 2, no. 1, pp. 27–46, 2019, doi: 10.23917/ijolae.v2i1.8829.

[27] E. R. Rifa Dewi Zulaikha, "Analysis of The Speech Of The Earth Love Novel Director by Habiburrahman El Shirazy," *Estet. J. Bhs. Indones.* , vol. 4, 2021, doi: http://doi.org/10.29240/estetik.v4i1.2231

[28] H. Sitompul, "The Directive's Speech In the Process of Teaching Indonesian to Madrasah Teacher Aliyah Negeri 3 Medan," *Linguist. J. Bhs. Sastra*, vol. 5, 2020.

[29] Tadulako, "Directive and expressive speech on brownis shows in trans tv programs," *Bhs. and Sastra*, vol. 5, no. 3, pp. 94–107, 2020.

[30] P. Rakhmawati, S. Aisyah, S. Rumiris, E. J. S. Suci, and Rusmewahni, "Learning Based on Google Classroom, Google Meet and Zoom State Junior High School Teacher 2 Batubara Rakhmawati," *BERNAS J. Pengabdi. Kpd. Masy.* , vol. 1, no. 4, pp. 410–416, 2020.

[31] M. Daheri, J. Juliana, D. Deriwanto, and A. D. Amda, "Effectiveness of WhatsApp as An Online teaching and learning Medium," *J. Basicedu*, vol. 4, no. 4, pp. 775–783, 2020, doi: 10.31004/basicedu.v4i4.445.

[32] S. Waljinah, H. J. Prayitno, E. Purnomo, A. Rufiah, and E. W. Kustanti, "Online News Discourse Directive: Digital Technology-Based Learning Media Studies," *SeBaSa*, vol. 2, no. 2, p. 118, 2019, doi: 10.29408/sbs.v2i2.1590.

[33] R. I. Sari, "Form of Directive Speech to Teacher in Learning Situations Indonesian Students of Class X Man Malang 1," *TWINA J. Language, Literature, and Teaching Science*, vol. 3, no. 1, p. 79, 2018, doi: 10.22219/kembara.vol3.no1.79-97.

[34] N. Carolina and Sudaryono, "Speech Of Teacher Directive and Kindergarten Students In Teaching and Learning Interaction," *Pena*, vol. 5, no. 1, pp. 163–177, 2015.

[35] S. Teza Dwi Putri, Dian Eka Chandra Wardhana, "The Act of Directive speech in the Novel of Angels of Heaven by Tere Liye," *J. Ilm. Corpus*, vol. 3, 2019.

[36] S. Maesaroh, "Direct Directive Of Teacher on Exposition Text Learning in Class X IPS-3 Sma Negeri 3 Boyolali," *Jalabahasa*, vol. 13, no. 2, pp. 109–120, 2017.

[37] L. Monica and A. Afnita, "Speech Speech Director and Strategy of Teacher Indonesian Subjects In Class Vii State Junior High School 31 Padang," *Educator. Bhs. Indones.* , vol. 8, no. 3, p. 217, 2020, doi: 10.24036/108203-019883.

[38] R. Sugiyanto, "Application of Asking Methods in Field Practice Activities to Improve The Ability to Express Student Opinions," *J. Geogr.* , vol. 6, no. 2, 2009, doi: 10.15294/jg.v6i2.94.

[39] Rahardi, *Pragmatic Imperative Courtesy Indonesian*. Jakarta: PT. First Space Gelora, 2005.

[40] F. Fardian and M. Wiryotino, "The Act of Speech of the Ceremonial Builder At State High School 2 Merlung West Tanjung Jabung Regency," *Bhs. Indones. Prima*, vol. 3, no. 1, pp. 69–79, 2021.

[41] A. Fauzi and R. Gokma Aulida, "Proceedings of the National Seminar on Linguistics and Literature (SEMANTICS) 2020 UNDERSTAND THE VARIOUS SPEECH DIRECTIVES IN THE DRAWING OF THE APPEAL IMAGE ON THE JABODETABEK KRL: PRAGMATIC REVIEW UNDERSTANDING THE KINDS OF KINDS DIRECTIVE ORDER IN DRAWING PICTURE ON KRL JABODETABEK: P," pp. 228–238, 2020, [Online]. Available: https://jurnal.uns.ac.id/prosidingsemantiks

[42] N. Sumarsih, "Strategy and Function of Directive Speech in Education Poster," *Widyaparwa*, vol. 46, no. 1, pp. 49–60, 2018, doi: 10.26499/wdprw.v46i1,163.

[43] H. HAJARTI, "Analysis of Directive Speech In Shackle Novels by Armijn Pane (A Pragmatic Review)," *Konfiks J. Bhs. And Indonesian Literature.* , vol. 1, no. 1, p. 30, 2016, doi: 10.26618/jk.v1i1,159