

# Conversation in WhatsApp Media-Assisted Distance Learning: A Study of Directive Speech

Ahmad Muzaqi\*, Dini Restiyanti Pratiwi, Andi Haris Prabawa, and Miftakhul Huda

*Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia.*

*\*Corresponding author. Email: [a310180199@student.ums.ac.id](mailto:a310180199@student.ums.ac.id)*

## ABSTRACT

Conversations between teachers and students in learning via whatsapp often occur lately because learning has turned to being brave. Speeches from teachers and students that often occur when communicating via whatsapp are directive speech acts. Directive speech acts are speech acts that have the intent of the narrative conveyed to the speech partner to do something such as ordering, advising, pleading, and so on. The purpose of this study is to describe the forms of directive speech acts. These speech forms are analyzed with the aim that teachers and students can create good communication so that the teaching and learning atmosphere becomes more active. This study uses a descriptive method with a qualitative approach. The data obtained are described in the form of words. The data in this study are directive utterances in the conversations of teachers and students in the whatsapp group. Objective data objectively with the technique of listening, recording, recording. Then the data were analyzed using the agih method because it is a determining tool of the language being studied. This study uses the agih method to find the form of directive speech acts that occur in teacher and student conversations in whatsapp groups. The agih method used in this study was applied with the basic BUL technique and the advanced lesap technique. The results of this study found that directive speech is described in several forms of directive speech acts. Based on the research that has been done, it can be found that as many as 17 directive speech act data were found in teacher and student conversations in media assisted whatsapp during September and October 2021. The forms of directive speech acts are divided into eight parts, namely the use of commanding, asking, inviting, instruct, inquire, advise, suggest, remind.

**Keywords:** *Conversation, Speech Action, Directive, WhatsApp*

## 1. INTRODUCTION

Conversations between teachers and students are now done online without any direct interaction. Communicating virtually can lead to misunderstandings, one-way communication, and ineffective communication in many cases. The COVID-19 pandemic in early 2020 to this day has brought significant changes, especially in the education setting. Students are required to study from home and own a device to communicate in teaching and learning activities. During the pandemic, students are required to download applications in order to support their learning, such as WhatsApp, Zoom, Schoology, and so on. Currently, teachers and students should communicate and utilize existing learning media properly and correctly. Teachers' communication and speaking techniques using the

media are encouraged to be good and proper since it greatly affects the interest in learning and students' response to the teacher and vice versa. Searle distinguishes speech acts into three categories; locutionary, illocution, and perlocution speech act [1]. Speech acts that are widely used by teachers during learning are directive speech acts. Speech acts are symptoms emerging during the communication process when conveying the speaker's intention to the speech partner [2].

Leech revealed that directive speech acts are the speaker's intention to influence the speech partner so that the speech partner does something in return, such as ordering, begging, commanding, prohibiting, and requesting [1]. Commanding students is an example of a teacher's directive speech act that is frequently uttered in schools. As a teacher, it is proper to apply

language politeness in the form of correct directive speech acts. The current situation lets teachers be not optimal in acting in directive speech to students. In that case, it came to the mind of researchers to examine why such a problem can occur, so that it will provide solutions to the problem. The teacher as a speaker as well as an educator, in fact, in communicating should create enjoyment and an appropriate environment, therefore, a good relationship between students and teachers can be created. In that way, students can easily accept teacher's explanation. The directive speech acts uttered by teacher should be able to create interest and enthusiasm in online and offline learning so that the instruction can be easily captured and accepted by students.

When interaction between the speaker and the speech partner occurs, the speaker should respect and understand the speech partner, in this manner, a good relationship can be created between the speaker and the speech partner. To establish communication with students, teachers should display appropriate speech acts because they are required to understand students as their speech partners. Several strategies and innovations in the implementation of learning are mandatory. The directive speech act process can happen accordingly if students can provide expected feedback to what has been conveyed by teachers through a series of existing media. Some of the problems that arise today are when teachers do not understand the existing learning media. To aggravate the situation, the lack of intensive meetings between teachers and students hinders teachers and students to communicate.

Students possess limitations to receive directive speech acts, not only during face-to-face activities but also online activities. Internal and external speech acts are powerful enough to make students interested in and eager to learn. According to [3], the use of directive speech acts and directive politeness acts can be distinguished based on age and social status of the community as well as occupation. Directive speech acts can occur anywhere, to anyone, and at any time. Because the social status that exists in society and places of association also brings about how a person speaks differently, especially teachers and students.

Junior high school students should become speech partners of a speaker (teacher) properly, hence they do not pose unwanted problems. Apart from imitating the teacher as the saying goes *guru digugu lan ditiru* (teacher is the great example and shall be looked upon), students still require direction and guidance from teachers because one day a student will become

the future hope of the nation. Therefore, teachers should better understand good speech acts. The directive speech act in [4] is a speech act uttered by the speaker to the speech partner to take action. The speech act explains what the speaker demands. This speech act includes begging, commanding, suggesting, and requesting.

The function of speaking has also been the subject of discussion by language researchers. Because the function in speech acts is important in life and education as well. Some of the functions in speaking should be developed at this time because of the effect on communication. According to [5], speech functions as expressing as well as providing information, and speech also serves to show what the speaker feels about the speech partner.

To facilitate communication between teachers and students in learning, indeed, teachers should consider making innovation, learning strategies, and learning media. Currently, learning can be conducted online or offline, which often leads to communication problems. Therefore, media such as Whatsapp can be used by teachers to communicate with their students, not only for learning but also as a medium to interact and connect with each other. Whatsapp according to [6] is an application that displays written conversation on the device. This media can be explored to send short messages at an affordable cost. To this extent, students can receive learning materials easily.

Research on directive speech acts has been carried out by previous researchers [6], [7], [8], [10], [11], [12], [13], [14], [15]. The object of this research focused on students in grade 2 of SMPN 2 Lembeyan. This research is entitled "Conversation in WhatsApp Media-Assisted Distance Learning: A Study of Directive Speech." The research includes discussions related to directive speech acts of students and teachers in teaching and learning activities. This study will reveal the communication occurring between teachers and students through WhatsApp groups. This study discusses the form and function of the speech acts of teachers and students in WhatsApp group conversations.

The researchers will attempt to discuss the forms of speech acts in learning in conversations between teachers and students in the WhatsApp group. Besides, the researchers will describe the directive speech acts in the conversation of teachers and students in the WhatsApp group. The benefits of this research are to increase knowledge about directive speech acts, give meaningful insight to educational settings on how to

speak in a good context, and provide references for further research.

## 2. METHOD

This research used a qualitative approach by applying a descriptive method. The data that have been obtained are described in the form of words. The data used in this study are conversations between teachers and students in the WhatsApp group. The data in this study are ready to use as they contain various kinds of speech [16]. The data source come from primary data sources, namely teacher and student conversations in WhatsApp group and secondary data sources from Google Classroom and Youtube.

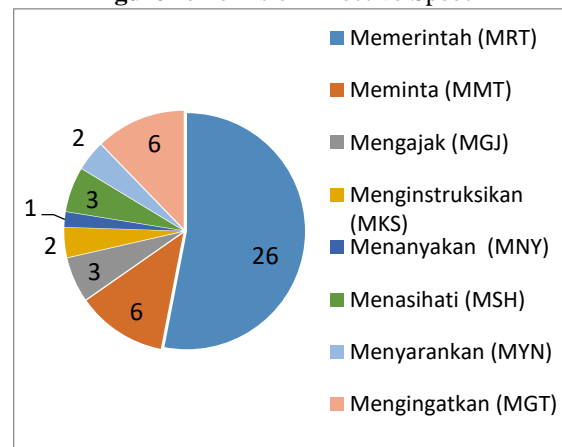
Data were collected objectively with the observation technique according to [16], namely observing the use of arrangement in writing. The recording technique was used by researchers to keep conversations and teacher’s directive speech with students in WhatsApp group by taking screenshots to obtain data. The note-taking technique was practiced to record the form of the teacher’s speech acts with students in Whatsapp conversations obtained through observation and note-taking techniques, then researchers described the situation in words and reinforced them with previous research.

Following that, the data were analyzed using the distributional method because it is a factor element of the language under the study [17]. For this study, distributional method was applied with the basic direct distribution (*Bagi Unsur Langsung/BUL*) because this technique works by dividing the lingual unit into several parts and the existing elements are seen as direct parts to form the lingual unit which is aimed [16] at analyzing the elements contained directive speech of teachers and students in WhatsApp group conversations. The advanced technique of this research used deletion technique, by omitting certain parts of the language unit used [16]. This technique was applied to analyze forms of directive speech found between teachers and students in WhatsApp group conversations. The data validity employed triangulation technique, in which the existing data are sorted according to research needs. The triangulation technique according to [18] is a technique to check data validity that utilizes other than the data to verify or compare data.

## 3. RESULT DISCUSSION

This research was conducted at SMPN 2 Lembeyan in grade 2. The data of this research comprise directive speech acts of teachers and students in distance learning using WhatsApp. The data were obtained through WhatsApp between teachers and students. Below is presented data on the teacher’s directive speech with students in a conversation in a WhatsApp group. It found 49 data and in this article, the researchers provided a sample of directive speech acts totaling 17 data. According to Ibrahim in [1], directive speech acts are divided into six rudimental categories, namely (1) request (2) question (3) requirement (4) prohibition (5) permissive (6) advisories, in which there are several forms of directive speech acts as below.

Figure 1: Forms of Directive Speech



\*Commanding \*Requesting \*Inviting \*Instructing  
 \*Questioning \*Advising \*Suggesting \*Reminding

### 3.1 Commanding

Commanding implies ordering the speech partner (Sp). Speech partners can be teachers or students and speakers (S) can be either teachers or students in the context of teacher-student conversations. In the directive speech, commanding is superior to ordering. According to, commanding consists of giving commands, cues, and regulations from the speaker as the person with the higher position [1]. There are sentences displaying commands to others to do activities so that they immediately do what is asked according to the speaker’s favor [6].

**Table 1.** Directive Speech of Commanding

(1)	Code	Speech
Data 1	MRT/0 1	<p>Teacher (+6285736****) : <i>Assalamualaikum teman-teman semua.</i> (Assalamualaikum friends)</p> <p><i>Untuk mapel Basa Jawa dan Bahasa Inggris, kita akan memakai platform Google Classroom sebagai media kita.</i>(for Javanese language subject and English, we'll use Google Classroom platform as our media)</p> <p><i>Berikut mbak sertakan link google classroom dan passwordnya.</i> (Below and the Google Classroom link and password)</p> <p><a href="https://classroom.google.com/c/MzkyNDA2NjA4MTE4?cjc=o27ukwm">https://classroom.google.com/c/MzkyNDA2NjA4MTE4?cjc=o27ukwm</a></p> <p>Password : o27ukwm</p> <p><i>Untuk teman-teman yang sudah mengumpulkan tugas "gawe ukara" dan sudah mendapat nilai di lks tidak perlu mensubmit ulang, bagi yang belum <b>silakan mensubmit tugas</b>, bisa berupa foto atau file dengan eksistensi pdf.</i>(For friends who have submitted assignment "gawe ukara" and obtained score in student book, you don't have to resubmit, for those who haven't please submit your assignment, it can be in the form of picture or PDF file.)</p> <p>Student (08573320****): <i>Iya mbak</i> (Yes, miss)</p> <p>Teacher (085736****) : <i>Makasih semuanya</i> (thanks everyone)</p>

Context	:	<ul style="list-style-type: none"> <li>The teacher instructed students to enter Google Classroom for Javanese and English subjects</li> <li>Instructed students who had not done assignments to immediately submit them via Google Classroom</li> <li>S is the teacher and SP is the student</li> </ul>
---------	---	---

The directive speech act above describes that the teacher instructed students to immediately join Google Classroom and instructed students who had not submitted their assignments to immediately submit in the format requested by the teacher. The speaker is teacher and students are speech partners. The teacher expected the students to immediately act as what the teacher told them to do because the information was clearly relayed by the teacher.

It can be seen when the teacher gave a command with the words "**silakan melakukan submit dan segera masuk kelas**" (please submit and enter join class immediately) via Google Classroom link who had been shared by the teacher to students in the group. This is reinforced by the opinion of Putri [19] that the speaker commands speech partner to do something according to the speaker's expectation. The sentence above is a commanding directive speech act.

Learning is closely related to giving a command. The teacher gives command to students so they can accomplish tasks given by teacher. The teacher gives orders, of course, with the intention that while learning students achieve the learning objectives. In that way, teacher and students cooperate to achieve learning objectives effectively.

(2)	Code	Speech
Data 2	MRT/0 2	<p>Teacher (+6285646****): <b>Tugas</b> : (Task)</p> <p><i>1. Membuat iklan baris, dan iklan kolom dari koran di print boleh di gunting ditempel boleh. (3 contoh)</i> [Writing advertisement line and newspaper line can be printed or clipped and pasted on paper. (3 examples)]</p>

2. **Membuat slogan bebas.**  
(Writing any tagline)

3. **Membuat poster bebas**  
(boleh pake aplikasi seperti canva atau boleh digambar biasa) [Making any poster (use application such Canva or drawn)]

-Dikumpulkan dengan tenggat waktu tanggal 8 September 2021. [Submission deadline on 8 September 2021]

-Silakan kalau sudah selesai **dikumpulkan** dulu soft file nya terlebih dahulu di classroom. Boleh difoto/dibuat pdf kemudian dikirim. [If you already finish, please submit the soft file in classroom. You can send picture/PDF and the send]

-Untuk hard file/print/gambar asli dikumpulkan nanti waktu di kelas [Submit hard file/print/picture in the class]

-berikut tautan untuk google classroom:<https://classroom.google.com/c/Mzg1ODcxMjQ2NTc5?cjc=zfcajvi> [this is the link for Google Classroom]

**Dikumpulkan** oleh perwakilan kelompok tapi semua siswa **wajib masuk** google classroom nggih karena pembelajaran yang kembali dimulai dengan daring (dalam jaringan). [Submitted by group representative but all students must join Google Classroom, okay? Because our class is online]

-Tulis kelompok berapa, siapa saja di google classroom. [Write your group

number anyone on Google Classroom]

- Context :
- The teacher instructs students to compile advertisement text assignments, slogans, and posters. Next, the teacher instructs students to immediately join Google Classroom because learning is online and to submit assignments through Google Classroom.
  - Instructs students to submit assignments according to the format provided.
  - S is the teacher and SP is students

The directive speech act above describes that the teacher instructed students to collect the assignments that had been given, immediately join Google Classroom with the link, and submit assignments according to the provided format. The teacher, as a speaker, conveyed information by giving command to the speech partners, who are students, regarding the assignment submission with the hope that students would immediately do what the teacher instructed. The teacher expected students to immediately perform what the teacher told them to do because the information was clearly written by the teacher.

Speeches in this data are marked with the words “**dikumpulkan dan wajib masuk**” (submit and must join). The teacher instructed students to submit their assignments in Google Classroom and immediately join Google Classroom because during online learning, assignments and materials were sent to Google Classroom. This is an indicator of directive speech acts reinforced by the statement [19] commanding is when the speaker gives command to the speech partner to do something according to the speaker's favors. Therefore, it can be explained that the speech between the teacher and students is a commanding student. In the opinion of [20],

commanding speech is often used and often uttered by teachers to students.

Learning is closely related to giving command. The teacher command students in learning so that they can do what teacher asks. The teacher's command should have reasons since learning is always related to what students should do in the learning process. So, teachers and students can cooperate to make learning successful, be it online or face-to-face.

(3)	Code	Speech
Data 3	MRT/0 3	<p><i>Teacher (+6285632***):</i>  <i>Adek adek kelas 8 untuk mata pelajaran IPA <b>silakan masuk</b> ke google classroom dengan berikut tautan untuk google classroom:</i>                      [Students of grade 2 for Science subject please join Google Classroom with the following link]   <a href="https://classroom.google.com/c/MzkyMDQwMjg4Mzg2?cjc=tnsi2dr">https://classroom.google.com/c/MzkyMDQwMjg4Mzg2?cjc=tnsi2dr</a>                       WAJIB JOIN YAA SEMANGAT DAN TERIMAKASIH★* [MUST JOIN, KEEP UP THE SPIRIT AND THANK YOU]   <i>Student (085452***):</i>                      Nggih [Yes]</p>
Context	:	<ul style="list-style-type: none"> <li>The teacher instructs students to immediately join Google Classroom link for science subjects given by the teacher in the group.</li> <li>S is the teacher and SP is students</li> </ul>

The directive speech act above describes the commanding because the teacher ordered students to immediately join the Google Classroom for science subjects since it took place online in Google Classroom. The speech act above is the teacher as the speaker and the students as the speech partner. The teacher delivered some of the information with the hope that students immediately acted on what was informed.

In the speech act above, commanding is marked by the word “**silakan masuk**” (please join), so the teacher instructed students to immediately join the Google Classroom. This is reinforced by the opinion [21] that one type of speech act states something that the speaker wants including commanding, requesting, begging, and suggesting, either in positive or negative sentences. Thus, those words are directive speech acts in the form of commands. Because the teacher applied speech act, **silakan masuk**, making it look clear and firm.

Learning is closely related to giving command. The teacher gives commands to students in learning so students carry out what the teacher asks. For students to be able to understand is by giving commands and introducing something that students have not understood through commanding. Hence, the teacher as an educator will cooperate with students to achieve learning objectives carried out, both online and offline.

(4)	Code	Speech
Data 4	MRT/0 4	<p><i>Teacher (+6285465***):</i>  <i>Untuk kelas 8 mapel PPKn jangan lupa dikerjakan pr nya besok mbak periksa. PPKn pr nya mengerjakan evaluasi yang abc saja</i> [For Civics grade 2, don't forget doing your homework tomorrow so I can check. The homework is to do evaluation abc]   <i>Student (+6285455***):</i>                      Nggih [Yes]</p>
Context	:	<ul style="list-style-type: none"> <li>The teacher instructs the students to do the Civics assignment for multiple choice because tomorrow the teacher will check their works.</li> <li>S is teacher and SP is students.</li> </ul>

The directive speech act above describes the commanding speech act because the teacher instructed the students to do the multiple-choice part of the PPKN (Civics) assignment and the teacher would check their works the next day. The teacher as the speaker and students as a speech partner implied this information in the hope that students would immediately do what was commanded.

The commanding utterance is marked by sentence **tugasnya mengerjakan evaluasi** (your task is to practice evaluation). Students were assigned to PPKN practices and the teacher reminded students to immediately do their assignments because they would be checked the next day. This is reinforced by the speech **pr nya mengerjakan** (your homework is to do), indicating the teacher ordered the students to do the tasks assigned by the PPKN teacher. Therefore, commanding speech was uttered by the teacher as a speaker.

Learning is closely related to giving command. The teacher gives commands to students in learning so students carry out what the teacher asks. In addition, providing information to students so that they do not make mistakes in learning is the teacher's duty in learning. In that manner, the teacher will complete the learning objectives that have been determined and students understand what they should do in the learning.

(5)	Code	Speech
Data 5	MRT/05	<p><i>Teacher (+6285785****): Selamat malam adek-adek. Untuk mapel bahasa Indonesia jangan lupa yaa <b>mengumpulkan tugas</b> kelompok yang kemarin membuat poster dan slogan. <b>Dikumpulkan di Google Classroom</b> ya paling lambat hari ini jam 23:59. Semangat Belajar. [Welcome my students. For Indonesian subject, don't forget to submit your group assignment yesterday, making poster and slogan. It is submitted in Google Classroom, 23.59 the latest. Study hard.]</i></p> <p><i>Student (+6285850****): Ya mbak [Yes, Miss]</i></p>

Context	:	<ul style="list-style-type: none"> <li>The context of the speech is the teacher commands the students to immediately collect the group assignments that have been given by the teacher at 23:59.</li> <li>S is Teacher and SP are students</li> </ul>
---------	---	---

In this speech act, the teacher commanded students to immediately collect group assignments that were informed in Google Classroom until 23:59. The utterances marked with the phrase **mengumpulkan tugas dan dikumpulkan di google classroom** (submit homework and it is submitted in Google Classroom). It implies that the teacher instructed students to collect group assignments in Google Classroom.

The teacher as a speaker conveyed information related to the assignment submission in the hope that students as speech partners understood information in online learning. While online, students were provided with learning facilities through Google Classroom as a means of supporting learning media, delivering material, and collecting assignments. Thus, in this speech, it can be observed that this speech is commanding. Because according to [19], commanding is an action from the speaker to the speech partner to do something. The context here is similar to previous one, so it further explains that the speech above is commanding.

Learning is closely related to giving command. The teacher gives commands to students in learning so students carry out what the teacher asks. Giving a signal when learning is another aspect that the teacher should do. Therefore, there will be involvement between teachers and students during teaching and learning activities.

(6)	Code	Speech
Data 6	MRT/06	<p><i>Teacher (+6285678****): <b>Ayo dikerjakan yaa le nduk!</b> [please do the homework, dear]</i></p> <p><i>Selama daring akan selalu Mbak ambil nilai [During online I will always give score]</i></p>

*Student (+6285765\*\*\*):  
Nggih [Yes]*

*Teacher (+6285678\*\*\*):  
Adik adik jam kedua mapel  
PPKn jawabannya dikirim  
mbak yaa. Mbak tunggu  
sampai jam 19.00. [Students,  
in the second class Civics  
answers are submitted to me.  
I'll wait until 19.00]*

*Student (+6285765\*\*\*):  
Hal berapa mbak? [What  
page, Miss]*

*Teacher (+6285678\*\*\*):  
Halaman 14 le [Page 14,  
dear]*

- Context :
- The context of the speech act above is a speech act instructing students to keep working on assignments during online learning activities for Civics subjects and is given a limit until 19.00.
  - S is the teacher and SP is students

In directive speech of commanding, the teacher instructed the students to complete the assignments even though the class was online. Even though the class was online, the teacher would still take grades. The commanding utterance in the data above is marked with the word **dikerjakan yaa le nduk, dan jawabannya dikirim** (please do the homework, dear, and answers are submitted), because the teacher commanded students to immediately complete the assignments and the answers, were immediately sent to the teacher.

The teacher as the speaker and students as the speech partners conveyed command speech marked by those words. Thus, it can be explained that some of the words indicate a commanding speech act from the teacher to the students clearly, **dikerjakan lee nduk**, (please do the homework, dear). These words already explain that the teacher told the students to do the assignment. Meanwhile, **jawabannya dikirim** denotes the previous work that should be completed.

Learning is closely related to giving command. The teacher gives commands to students in learning so students carry out what the teacher asks. In addition,

the teacher also provides instructions regarding what students should do in learning so that during long-distance learning there are no misunderstandings with students. That way, there will be cooperation to create successful learning objectives between teachers and students in teaching-learning activities.

### 3.2 Requesting

The directive speech act of requesting aims to make the speech partner give something in return for what the speaker asks for. The directive speech act of requesting consists of several subparts, such as asking, expecting, begging, or offering. The directive speech act of requesting or begging aims to ask for something respectfully and properly [2].

**Table 2.** Directive Speech Acts of Requesting

(01)	Code	Speech
Data 27	MMT/0 1	<i>Teacher (+6285645***): Yang belum mengumpulkan tugas bahasa Indonesia teks iklan, slogan, dan poster kelompok 1, dan kelompok 3 segera mengumpulkan nggih.</i> [Those who haven't submitted Indonesian language assignment advertisement text, slogan and poster are group 1 and group 2. Please submit soon]
Context	:	<ul style="list-style-type: none"> <li>• The teacher asks students to immediately submit the Indonesian assignments that have been given because some students who are divided into groups have not collected them yet</li> <li>• S is the teacher and SP is the students.</li> </ul>

In this requesting directive speech act, the teacher asked students to immediately submit Indonesian assignments for those who had not submitted assignments. In the speech act of requesting, it is marked with the sentence **segera mengumpulkan nggih** (please submit soon) because some of the students did not collect the assignments given by the teacher yesterday. The teacher as a speaker requested students to immediately collect the assignments.



The speech is marked by **segera mengumpulkan nggih**. The teacher requested students to immediately submit the assignments because there were groups that did not collect the tasks. So, if they did not submit the assignments, there would be no score for their group. The teacher did remind well and subtly with **nggih** marker to students, with the hope that students could give what was asked. This opinion is reinforced by [22] that the directive speech act of requesting asks the speech partner politely.

In learning, the teacher will ask students to provide something that can be done by students. Such as asking students to study, do assignments, and so on. That way, teachers and students can achieve what is asked of each other well, and together they can succeed in learning.

(2)	Code	Speech
Data 28	MMT/02	<p><i>Student (+6281245****):</i>  <i>Mbak aku jadiin admin mau masukin pian</i> [Miss, please let me be the admin or invite pian]</p> <p><i>Teacher (+6289695****):</i>  <i>Oke Segera</i> [Okay, soon]</p>
Context	:	<ul style="list-style-type: none"> <li>• Student asks the teacher to let him be admin in the group because this student wants to include his friend in the study group on whatsapp. Then the teacher grants the student's request to be an admin in the group.</li> <li>• S is student and SP is teacher</li> </ul>

In the directive speech act of requesting, a student now acted as speaker requested the teacher to be assigned as WhatsApp group admin. Requesting marker from students to the teacher is marked with the word "**jadiin admin**", the student requested to be assigned as the admin of the WhatsApp group by the teacher because they want to invite their friends in the group.

Student as speaker requested the teacher as a speech partner to be a class group admin so that they could invite their friends. In this case, the student gave request to the teacher. Requesting is not only uttered by the teacher, but also students could do it as well.

Student asked the teacher to grant his wishes in the hope that the student could invite friends in the group. The way the student wrote is polite, corresponding to the opinion of [22], requesting is an act of asking speech partner politely.

In requesting, not only teachers who request students. However, students can also do that but in the context of respectfully begging. Students ask the teacher to give what the students want. Learning is two-direction so that good communication can arise between teacher and students.

(3)	Code	Speech
Data 29	MMT/03	<p><i>Teacher (+6285645***):</i>  <i>Assalamu'alaikum adik adik</i>  <i>Hari ini pelajaran pertama</i>  <i>prakarya ya</i>  <i>[Assalamu'alaikum my</i>  <i>students. First class today is</i>  <i>craf]</i>  <i>Untuk hari ini silakan untuk</i>  <i>menyelesaikan tugas</i>  <i>kelompok yng Mbak berikan</i>  <i>kemarin membuat kerajinan</i>  <i>dari sabun</i> [Today please  complete your assignment]</p> <p><i>Hari Rabu tanggal 08</i>  <i>September dikumpulkan di</i>  <i>sekolah (perwakilan</i>  <i>kelompok)</i> [On Wednesday  September 8, it is submitted  at school (group  representative)]</p> <p><i>Dan untuk uji kompetensi 1</i>  <i>hal 23 Rom A dan Rom B</i>  <i>dikerjakan Mbak periksa</i>  <i>Minggu depan</i> [And  Competence 1 practice page  23 A and B are completed.  I'll check next week]</p> <p><i>Student (+6285743***):</i>  <i>Nggihhh</i> [Yeeess]</p> <p><i>Student (+6285433***):</i>  <i>Ojo sregap-sregap nggih</i>  <i>[Okey Dokey]</i></p> <p><i>Student (+6285743***):</i>  <i>Dikumpulkan dimana mbk?</i>  <i>[Where should we submit]</i></p>

Context	<p><i>Teacher (+6286645***): Kerajinan nya di sekolah le [ Craft is at school, dear]</i></p> <p><i>Student (+6285433***): Di kantor mbak? [Office, miss?]</i></p> <p><i>Teacher (+625645***): Lab computer [Computer lab]</i></p> <p><i>Student (+6285743**): Ooo [I see]</i></p> <ul style="list-style-type: none"> <li>The teacher asks students to immediately complete the group task, namely soap crafts, then the teacher asks to be collected immediately, but the group representative asks and to do parts A and B, after that the teacher asks to submit it in the computer lab.</li> <li>S is teacher and SP is students.</li> </ul>
---------	---

The directive speech act of requesting in this example is the teacher as the speaker and the student as the speech partner. The teacher requested students to immediately complete assignments and submit their assignments in the computer laboratory. The directive speech act of asking is marked with the words **silakan untuk menyelesaikan tugas kelompok dan dikumpulkan di sekolah** (please complete your assignment and submit at school). The sentence is sufficient to explain that the teacher asked to immediately complete the task and collect it in the computer laboratory since learning is still done online.

The teacher as a speaker whose speech partner is students with the sentence above shows speech act of requesting which can be explained more in the word **silakan**, which signifies requesting speech. This opinion is reinforced by the opinion [20], the directive form to ask students to take action is requesting.

In learning, the teacher can ask students to provide something that can be fulfilled by students. Such as asking students to study, do assignments, and so on. That way, teachers and students can achieve what is asked of each other because, in two-way learning, the teacher asks students to do something according to learning objectives.

### 3.3 Inviting

[10] state that the directive speech act of inviting is a speech act that asks the speech partner to carry out activities together with the speaker, for instance, inviting to play, inviting to do assignment together, and others. According to [1], the directive speech act of inviting has several types such as inviting, attracting, persuading, supporting, encouraging, urging, demanding, and challenging. Some of the directive speech act data are as follows:

**Table 3.** Directive Acts of Inviting

(1)	Code	Speech
Data 33	MGJ/01	<p><i>Teacher (+6285645***): Assalamualaikum nduk lee, pelajaran IPA. Nanti jam 7 malam yaa link menyusul yaa. Semangat [Asslamualaukum, dear Science class. Later at 7 PM and link will be sent soon]</i></p> <p><i>Student (+6285745***): la kok bengi?(kenapa malam?)[why in the evening?]</i></p> <p><i>Teacher (+6285645***): mau sekarang? [How about now?]</i></p> <p><i>Student (+6285745***): ogak lah (tidak) [No]</i></p> <p><i>Students (+6285345***): Pinter [good]</i></p>
Context	:	<ul style="list-style-type: none"> <li>The teacher invites students to study science online through google meet at 19.00 then students ask why it has to be in the evening? Then the teacher asks now but the students refuses. So the teacher invites students to study science at 19.00 pm.</li> <li>S is a teacher and SP is a student</li> </ul>

In this example, the teacher invited students to study together through Google Meet at 19.00, then

students asked why it was should be at night. Then, the teacher invited if they would come now. After that, the students refused and finally study was done at 19.00. The form of inviting in the data above is marked by the sentence **nanti jam 7 malam ya link menyusul** (later at 7 PM and link will be sent soon). The form of the speech act of inviting is seen in this sentence and can be observed that the teacher invited students to learn through online meetings.

The teacher as a speaker informed the students as speech partners that at seven o'clock a meet would be held so students prepared themselves. Teachers held meetings online so that students did not miss out on the material and could learn well by adjusting to situation, even though it did not work as usual. Students might wonder why they had to study at night, but online learning indeed was done flexibly according to conditions of related parties. When the teacher offered to study now, the students refused and finally agreed to study at seven o'clock for science lessons. This invitation shows a directive speech act of inviting as expressed by [2], inviting is an act of the speaker asking and ordering so that the speech partner obeys the speaker.

In the teaching and learning process, the teacher becomes a role model. The teacher teaches students to be decent human beings, invites students in the right path. In the process of communication between teachers and students, the teacher should invite students to be better and improve together.

(2)	Code	Speech
Data 34	MGJ/02	<p><i>Student (+6285783***): Eh sesok jam kos ra?(Besok jam kosong tidak? [Tomorrow we have free hours, don't we?]</i></p> <p><i>Student (+6282542***): Gak (Tidak)[No]</i></p> <p><i>Student (+6285783***): nek jam kos tak masuk aku (Misal jam kosong aku akan tidak masuk)[If we have free hour I will skip the class]</i></p> <p><i>Student (+6285783***): gak sudi mlebu nek no (Tidak akan sudi masuk kalau begitu)[I will not come, then]</i></p> <p><i>Student (+6282542***): rausah ae (Tidak usah saja)[Don't go then]</i></p>

Context	:	<ul style="list-style-type: none"> <li>In whatsapp group conversation, a student asks if there are free hours for tomorrow? Then there is student who invites other students to skip the class because there are no free hours at that time.</li> <li>S is the first student and SP is the second student.</li> </ul>
---------	---	---

In this directive speech act, students invited other students to skip class together. They noticed there was no free hour. Some students initiated because they felt idle to go to school because there was no free hour. This inviting utterance is marked with the sentence **rausah ae/tidak usah saja** (Don't go then). The context is that student invited other students to skip school because there was no free hour, even though they were unmotivated to study.

The first student as a speaker invited the second student to skip school because there was no free hour. In the speech above, the conversation started when the students asked about free hours, then school decided there would be no free hours because the objective of going to school is to study. Commonly, in these schools many unmotivated students are very idle and do not want to study, school is only a place to play. Some students offered to skip school. There was an invitation as response. Inviting is an act of the speaker so that his speech partner follows what is asked [2].

In the teaching and learning process the teacher always invites students to progress. Inviting students to a good direction should be the goal of education in Indonesia. But inviting is not only done by teachers but also students. Oftentimes, students can't understand what is good and right, so they invite their friends to do bad actions, which contradicts. The teacher's role in inviting students should be more active to improve students' perception so that students can go to the righteous path according to character education.

### 3.4 Instructing

Directive speech acts are speech acts used to ask to do some action, verbs contained in directive speech acts are commanding, ordering, instructing, and so on. In teaching and learning process, all forms of speech by teacher are in form of requirements, the teacher

only uses several forms such as ordering, instructing, commanding, willing [20]. According to [11] the speech act of instructing varies, based on functions to give instructions on how the instructions are carried out. The data in the form of giving instructions are presented as follows.

**Table 4.** Directive Speech Acts Instructing

(36)	Code	Speech
Data 36	MKS/0 1	<i>Student (+6285764***): Perubahan jadwal untuk anak-anaku klas VII, VIII, IX besok tidak jadi libur. Tetap ulangan PTS sesuai jadwal. Karena bapak ibu guru acara ke Magetan di tunda. Jadi sesuai jadwal besok jam ke 1 matematika, 2 PAI [Schedule update for my student grade 1, 2, and 3. free hour for tomorrow is canceled and PTS will be done according to the schedule. Because teacher our visit to Magetan is canceled . So, our class for tomorrow, first class is Science and second class is Islamic]</i>
Konteks	:	<ul style="list-style-type: none"> <li>• The teacher instructs students come and take the mid-semester assessment because the teachers do not go to Magetan so PTS will continue according to schedule.</li> <li>• S is the teacher and SP is the student.</li> </ul>

In the directive speech act of instructing, the teacher instructed students kept attending the end of semester assessment because the teacher's program was not held so PTS (assessment) continued. The form of instructing is marked by the sentence **besok tidak jadi libur dan PTS tetap sesuai jadwal** (free hour for tomorrow is canceled and PTS will be done according

to the schedule). It is clearly that the teacher instructed students to come to school according to the schedule.

This is reinforced by the opinion that in teaching and learning process, all forms of speech by teacher are in form of requirements, the teacher only uses several forms such as ordering, instructing, commanding, willing [20]. In the excerpt above, the teacher gave instructions that the schedule continued for the mid-semester assessment and there were no free hours because the teacher's event was postponed. In line with the opinion above, the teacher instructed students so they understood what to do.

Instructing in learning should always be conveyed by teachers to notify instructions of students on what they need to do, what students should do about something, what students should do in preparing something, and so on.

### 3.5 Questioning

Directive speech acts in the form of questioning are speech acts used to ask for information or explanations related to the topic. Asking is an act of inquiring (explanation and so on) [10]. The form of directive speech act of questioning aims to obtain answers given by the teacher to students [20]. The data in the form of questioning are presented in the following form:

**Table 5.** Directive Speech Acts of Questioning \

(1)	Code	Speech
Data 38	MNT/0 1	<i>Teacher (+6285785***): Adik adik tadi kok gak ngumpulin tugas kerajinan ya?[My student, Why didn't you submit the craft assignment?]</i>
Context	:	<ul style="list-style-type: none"> <li>• The context of the speech act is questioning from the teacher to students why they do not submit craft assignments from the teacher.</li> <li>• S is a teacher and delivered to SP is a student</li> </ul>

This kind of directive speech act is to describe questioning, the teacher asked question to the students why there were no students who submit craft assignments that were given by the teacher. The

questioning is marked by the words **kok gak ngumpulin tugas kerajinan** (Why didn't you submit the craft assignment?). The teacher asked why the children did not submit the assignments so that the teacher found the reason why they did so. In that manner, the teacher found the reason why students did not submit assignments.

The teacher as a speaker asked students with the sentence above, this aims to ask questions and obtain answers on the premise. Students should give reasons because the teacher asked why. Because the teacher assumed if students found difficulties in doing the assignments if students did not understand. Questioning is also reinforced by opinion [20] that the teacher asks questions to get answers from students about what students are doing

In the learning process, there is two-way communication, such as asking questions. The teacher asks the students to answer and if the students do not understand, they will ask questions. In return, teacher helps explain to the students using an approach. Therefore, in learning there is a reciprocal relationship that will enable learning actively, offline and online.

### 3.6 Advising

Advising is part of the directive speech act because it is when the speaker conveys the intention and the speech partner listens to what is being said [23]. Advising is to give a good input [24]. The form of the directive speech act of advising is presented in the following:

**Table 6.** Directive Speech of Advising

(1)	Code	Speech
Data 39	MSH/01	<p><i>Teacher (085675***): Assalamualaikum anak-anak. Malamm. <b>Jangan lupa tugas BK dikerjakan yaa. Besok pagi dikumpulkan semangat!</b> [ Assalamualaikum my students. Good evening. Don't forget to do Counselling task, it should be submitted tomorrow morning]</i></p> <p><i>Student (087654***): Okey siap mbak [Okay, copy that, Miss]</i></p> <p><i>Teacher (085675***): Oh iyaa yang tugas pertama</i></p>

*belum dikerjakan jugaa ya, yang gak bisa boleh tanya mbak-mbak dan mas-masnya.*[ Oh, right. The first assignment was not done. You can ask questions if you're confused]

*Student (087654\*\*\*): Oke [Okay]*

- Context :
- The teacher advises students to do the assignment and for those who have not done the assignment to do it immediately. If they are still confused, they can ask the teacher.
  - S is the teacher and SP is the student

This speech act describes the directive speech act of advising. Because advising is marked with the sentence **jangan lupa tugas BK dikerjakan ya besok pagi dikumpulkan dan jika ada yang gak bisa boleh tanya** (Don't forget to do Counselling task, it should be submitted tomorrow morning and you can ask questions if you're confused). Through this expression, the teacher advised as well as reminded students to immediately complete counselling assignments. If they faced difficulties they could ask questions because the teacher wrote such intention.

The teacher advised a speaker and students as speech partners listened to advice. The teacher advised with the speech clearly because the teacher wanted students to understand the instruction on what they should have done. The teacher gave an understanding that the teacher gave assignments, if they happened to be confused about the assignment, they could ask. In this case, the teacher facilitated students related to learning. As opinion [22] regarding advising speech, it is speech done to provide advice or remind the speech partner to do something. It is in line with the data 39 above that the teacher attempted to remind and give advice.

Teachers and students are always associated with advising. The teacher provides motivation, learning, or a sentence to remind students to become better people. So that the directive speech act of advising in learning has certain connection to each other in any study or subject.

This directive speech describes the teacher advising students not to date first because assignment come first. It is shown by the word from the teacher **jangan pacaran ae le** (Do not date, dear). It is clear that the teacher advised students not to date because they are is junior high school students. Students should focus on the tasks assigned by the teacher. The task given had a deadline that should be completed. The teacher as a speaker gave advice to students as speech partners to not date first.

Because in this context students are underage and are still in junior high school, they are in the search for identity. Thus, the teacher gave advice to students, not to date so they could focus on the future. Moreover, they are still students and they must study. If students date and skip studying, it will eventually lead them to distracted situations during lessons and make their scores low. Hence, the teacher tried to advise students by saying **jangan pacaran ae le**. It clearly implies a reminder of what should be done. As stated by [22], advising is uttered to provide advice or remind the speech partner to do what should be done.

Teachers and students are always associated with advising. The teacher provides motivation, learning, or a sentence to remind students to become better people. So that the directive speech act of advising in learning has certain connection to each other in any study or subject.

(2)	Code	Speech
Dat a 40	MS H/02	<i>Teacher (+6285675***): Yogi <b>jangan pacaran ae le</b>, tugasnya dikerjain dulu [Yogi, don't date, dear. Do your task]</i>
Con text	:	<ul style="list-style-type: none"> <li>• The teacher advises students not to date because they are still in junior high school, it is better to do the assignment first.</li> <li>• S is the teacher and SP is the student</li> </ul>

### 3.7 Suggesting

The speech act of suggesting is a speech act that provides input from the speaker to the speech partner which according to the speaker is done following what should be done in the event of speech. The purpose of the speech act of suggesting is to give advice or suggestions to the speech partner [25]. The directive speech acts of suggesting are presented in the following table:

**Table 7.** Directive Speech Acts of Suggesting

(1)	Code	Speech
Data 41	MYN/0 1	<i>Student (085765***): <b>Kudune to masuke seminggu peng 3 (Seharusnya masuk sekolah seminggu tiga kali)</b> [We should study at school 3 times a week]</i>
Context	:	<ul style="list-style-type: none"> <li>• Student gives advice to schools, it should be 3 times a week because in online learning students feel that online learning is less effective</li> <li>• P is the student and SP is the second student. The context is that the first student suggests to the teacher to come to school three times a week.</li> </ul>

This speech act describes that students suggested that school should open at least three times a week because students felt studying online was not effective. This utterance explains the speech act of suggesting shown by the word **seharusnya** (should) which clearly implies suggestion to the speech partner to do something good according to the speaker.

The suggesting does not only come from the teacher but also students. In this example, student provided input. Because student felt that it was a good thing to do. Moreover, it did not violate when they gave suggestions, especially if the suggestion is viewed based on situation and condition. In this condition, student thought that online learning was uncomfortable because they only studied at home, there was no interaction with friends, and there was

only online class which made their enthusiasm for learning diminish. However, learning online is not only about desire, but adjustment to the rules and conditions of the COVID-19 pandemic. Opinion [22] asserts that speech acts of suggesting are speech acts that provide suggestions from the speaker to the speech partner according to the speaker on what should be done on speaker’s perception. Students gave suggestions on conditions that they thought were right shown by word **seharusnya**.

Suggesting is often used by teachers in learning. In learning any field of study, teachers always provide the best advice to students. Suggesting is almost the same as advising because of the same intention, to make students better.

### 3.8 Reminding

Directive speech acts are the types of speech acts used by speaker to carry out something ordered [26]. Reminding is to notify something from the speaker to the speech partner about what should be done. The directive speech act of reminding functions to remind the interlocutor of something [27]. The form of directive speech act of reminding is presented in the following table:

**Table 8.** Acts of Reminding Directives

(1)	Code	Speech
Data 44	MG T/44	<i>teacher (085456***): Jangan lupa deadline tugas matematika jangan sampai terlewat. [Don't forget deadline Math should be on time]</i>
Context	:	<ul style="list-style-type: none"> <li>The teacher reminds all students not to forget the math assignment deadline.</li> <li>P is a teacher and is conveyed to SP, which is students.</li> </ul>

The directive speech act above describes that the teacher reminded students not to forget the deadline for submitting math assignments given by the teacher. In the excerpt, it is shown by the word **jangan lupa** (don't forget) from the teacher to remind students to do assignments so they did not miss assignments. The teacher's role as a speaker can be noticed because the teacher wanted to remind students.

The teacher uttered directive speech act of reminding because the teacher informed students of what they should have done. In addition, the teacher also did not want students to forget assignment submission if the deadline passed. This opinion is reinforced by the opinion [27] that the directive speech act of reminding acts to remind the interlocutor of something.

Reminding in learning is always used by teachers and students and everyone because reminding in learning process is necessary. The teacher reminds students to study, students remind the teacher if the teacher forgets what should be done, such as reminding if the teacher forgets to discuss an assignment. Therefore, teachers and students are interconnected in an active learning.

### 4. CONCLUSION

Based on the results and discussion, it can be concluded that the research in learning with the study of directive speech acts of teacher and student conversations in distance learning assisted by WhatsApp media fulfilled rules in directive speech acts from Ibrahim, with the finding of 49 directive speech acts. The form of directive speech acts in teacher and student conversations are divided into eight forms, namely, commanding with 26 utterances, requesting with 6 utterances, inviting with 3 utterances, instructing with 2 utterances, questioning with 1 utterance, advising with 3 utterances, suggesting with 2 utterances, and reminding with 6 utterances. The use of those speeches daily in online and offline learning processes can be used as a reference for speaking manner appropriately learning by both teachers and students.

### AUTHORS' CONTRIBUTIONS

Ahmad Muzaqi: designing and conducting research, as well as analyzing existing data. Dini Restiyanti Pratiwi: reviewing and proofreading. Andi Haris Prabawa and Miftakhul Huda; reviewers.

### ACKNOWLEDGMENTS

The authors would like to thank Dini Restiyanti, S.Pd., M.Pd, who has guided and assisted the article completion. The authors would like to thank Universitas Muhammadiyah Surakarta for facilitating this program so that the authors could accomplish this research. The authors would like to thank the organizers of the ISETH program who have provided

opportunities and experiences for students to contribute to scientific writing.

## REFERENCES

- [1] H. J. Prayitno, "Studi Sosiopragmatik," in *Studi Sosiopragmatik*, Surakarta: Muhammadiyah University Press, 2017.
- [2] S. Waljinah, H. J. Prayitno, E. Purnomo, A. Rufiah, and E. W. Kustanti, "Tindak Tutur Direktif Wacana Berita Online: Kajian Media Pembelajaran Berbasis Teknologi Digital," *SeBaSa*, vol. 2, no. 2, p. 118, 2019, doi: 10.29408/sbs.v2i2.1590.
- [3] H. D. Prayitno, A. Ngalm, and N. Jammaluddin, "Pergeseran Realisasi Tindak Kesantunan Direktif Mereduksi Nilai Kesantunan Positif Dan Karakter Di Kalangan Peserta Didik," *Bahastra*, vol. 38, no. 2, p. 85, 2019, doi: 10.26555/bahastra.v38i2.9689.
- [4] M. Salfita and N. A. M. Manaf, "Tindak Tutur Direktif Menyuruh Tokoh Protagonis dalam Novel Bidadari-Bidadari Surga Karya Tere Liye," *Aksara*, vol. 33, no. 1, 2021, doi: 10.29255/aksara.v33i1.504.hlm.
- [5] A. Darwis, "Tindak Tutur Direktif Guru Di Lingkungan SMP Negeri 19 PALU: Kajian Pragmatik," *Bhs. dan Sasta*, vol. 4, no. 2, pp. 21–30, 2019.
- [6] L. Qomariyah, "Tindak Tutur Direktif Guru Dalam Pembelajaran Bahasa Arab," *Arab. J. Arab. Stud.*, vol. 2, no. 1, p. 1, 2017, doi: 10.24865/ajas.v2i1.32.
- [7] D. Yono, "Kesantunan Berbahasa Siswa SMP Melalui Media Sosial WhatsApp: Kajian Pragmatik," *JIRA J. Inov. dan Ris. Akad.*, vol. 2, no. 6, pp. 849–856, 2021, doi: 10.47387/jira.v2i6.167.
- [8] V. S. Fauzia, H. Haryadi, and S. Sulistyningrum, "Tindak Tutur Direktif Dalam Sinetron Preman Pensiun Di Rcti," *J. Sastra Indones.*, vol. 8, no. 1, pp. 33–39, 2019, doi: 10.15294/jsi.v8i1.29855.
- [9] L. E. Rahmawati, N. Hidayat, and A. Kurniawan, "Impoliteness of Directive Speech Acts in Online Indonesian Language Learning," *J. Pragmat. Res.*, vol. 3, no. 2, pp. 97–107, 2021, doi: 10.18326/jopr.v3i2.97-107.
- [10] A. N. Syah, "Kesantunan Tindak Tutur Direktif Dalam Talk Show Satu Jam Lebih Dekat di TV ONE (Tinjauan Pragmatik)," *Bhs. dan Sastra*, vol. I, no. 1, pp. 94–111, 2017.
- [11] M. L. Sugiarto and D. Nirmala, "Tindak Tutur dalam Upacara Etnis Tionghoa Peranakan," *Stilistika J. Pendidik. Bhs. dan Sastra*, vol. 13, no. 1, p. 31, 2020, doi: 10.30651/st.v13i1.3710.
- [12] V. Nurpadillah, "Tindak Tutur Direktif Mahasiswa Milenial Dan Dosen Dalam Grup Whatsapp," *Disastra J. Pendidik. Bhs. dan Sastra Indones.*, vol. 1, no. 2, p. 71, 2019, doi: 10.29300/disastra.v1i2.1899.
- [13] N. Sumarsih, "Strategi dan Fungsi Tindak Tutur Direktif dalam Poster Pendidikan," *Widyaparwa*, vol. 46, no. 1, pp. 49–60, 2018, doi: 10.26499/wdprw.v46i1.163.
- [14] Fatma, H. J. Prayitno, N. Jamaludin, and G. K. Jha, "Directive Speech Acts in Academic Discourse: Ethnography of Communication from Gender Perspective in Higher Education," *Indones. J. Learn. Adv. Educ.*, vol. 2, no. 2013, pp. 27–46, 2020, doi: 10.23917/ijolae.v2i1.8829.
- [15] E. N. Insani and A. Sabardila, "Tindak Tutur Perlokusi Guru Dalam Pembelajaran Bahasa Indonesia Kelas Xi Smk Negeri 1 Sawit Boyolali," *J. Penelit. Hum.*, vol. 17, no. 2, p. 176, 2016, doi: 10.23917/humaniora.v17i2.2509.
- [16] Sudaryanto, "Metode dan Aneka Teknik Analisis Bahasa," in *Metode dan Aneka Teknik Analisis Bahasa*, Yogyakarta: Asosiasi Penerbit Perguruan Tinggi Indonesia., 2015.
- [17] Sudaryanto, *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana, 1993.
- [18] L. Moleong, *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, 2014.
- [19] P. D. T. Suryadi, Dian Eka Chandra Wardhana, "Tindak Tutur Direktif Pada Novel Bidadari-Bidadari Surga Karya Tere Liye," *J. Iilm. Korpus*, vol. 3, no. 1, pp. 108–122, 2019.
- [20] R. I. Sari, "Bentuk Tuturan Direktif Pada Guru Dalam Situasi Pembelajaran Bahasa Indonesia Siswa Kelas X Man Malang 1," *KEMBARA J. Keilmuan Bahasa, Sastra, dan Pengajarannya*, vol. 3, no. 1, p. 79, 2018, doi: 10.22219/kembara.vol3.no1.79-97.
- [21] H. J. Prayitno, "Teknik Dan Strategi Tindak Kesantunan Direktif Di Kalangan Andik Sd Berlatar Belakang Budaya Jawa," *Kaji. Linguist. Sastra*, vol. 23, no. 2, pp. 204–218, 2011, [Online]. Available: <http://journals.ums.ac.id/index.php/indigenou/s/article/view/1653>.
- [22] W. Elmita, Ermanto, and E. Ratna, "Tindak Tutur Direktif Guru Dalam Proses Belajar Mengajar di TK Nusa Indah Banuaran Padang," *J. Pendidik. Bhs. dan Sastra Indones.*, vol. 1, no. 2, pp. 139–147, 2013.
- [23] R. I. Sulistyowati *et al.*, "Kajian



- Sosiopragmatik dengan Pendekatan Bilingual,” *J. Penelit. Hum.*, vol. 14, no. 1, pp. 25–40, 2013, [Online]. Available: <http://journals.ums.ac.id/index.php/humaniora/article/view/881/600>.
- [24] F. Umamy and C. N. Irma, “Analisis Tindak Tutur Direktif Dalam Novel Orang-Orang Biasa Karya Andrea Hirata,” *Bahtera J. Pendidikan, Bahasa, Sastra, dan Budaya*, vol. 1, no. 1, pp. 782–791, 2020.
- [25] S. Arnisyah and A. Sabardila, “Tindak Tutur Perlokusi Pada Karikatur Dalam Rubrik Opini di Surat Kabar Kompas,” *Kaji. Linguist. dan Sastra*, vol. 3, no. 1, pp. 36–42, 2018.
- [26] S. Larassaty, S. R., and E. Ganti, “Representasi Tindak Tutur Direktif Bahasa Indonesia Siswa Kelas Xi Sma Negeri 15 Padang,” *J. Pendidik. Bhs. dan Sastra Indones.*, vol. 5, no. 2, pp. 431–437, 2016.
- [27] N. T. Ayupradani and D. R. Pratiwi, “Bentuk Tuturan Direktif Dalam Akun Twitter @Fiersabesari,” *Basastra*, vol. 10, no. 2, p. 141, 2021, doi: 10.24114/bss.v10i2.26861.