



Directive Speech Acts in Kartasura Junior High School Students' Conversations and Their Implementation in Learning Advertising Texts

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Abstract. The purpose of this article is to identify the forms of directive speech acts in students' conversations at SMP Muhammadiyah 1 Kartasura and describe their implementation in learning ad texts. This research employed both descriptive and qualitative methods. Data collection utilized observation and documentation methods. Data analysis used the pragmatic identity technique. The validity of the data was tested using theory triangulation. This study found various forms of directive speech acts: order, advice, prohibition, invitation, request, and criticism. The results were implemented as learning materials for class VIII, phase D, advertising text writing elements. Learning Achievement (CP): students are able to write ideas, thoughts, views, directions, or written messages for various purposes logically, critically, and creatively. Learning Objectives (TP): identify the contents of ad text, create ad text, and explain the content and structure of ad text.

Keywords: directive speech act · conversation · ad text

1 Introduction

Language serves as a conduit for humans to express themselves and foster community cooperation. Language is the tool that humans use to communicate with one another. Language is an object that is inextricably linked to humans and society. Humans are always intertwined with the values and qualities of a language after meeting in everyday life [1]. Language is used by humans to express all aspects of their lives, and it is critical to the continuation of life in society. Language always develops in the form of opinions or individual speech acts; thus, any study of language structure must begin with the study of speech acts [2].

Learning a language is important not only for communication, but also for displaying positive ideas, thoughts, and behaviors. Language can be studied from a variety of perspectives, one of which is pragmatics, which is concerned with the values expressed by humans or speakers. Pragmatics and language are inextricably linked. We can learn more about the meaning of the language we use by using pragmatics. Pragmatics is a

study of the relationship between language and life context, which is a flow of information about understanding language. In other words, pragmatics is a study of language users' abilities [3]. Pragmatics also assesses the ability to use language to focus sentences in contexts where they can be used properly and correctly. When investigating how to communicate between two people, an understanding of the context of what is happening is required so that conclusions about the goals being communicated between the two people can be drawn. Communication will occur if the speaker and speech partner have an interactive relationship and the communication has a specific purpose and meaning [4].

Speech acts are one component of pragmatic studies. Speech act is a subfield of linguistics that examines its efficient angle, which must be related to the speech context [5]. Speech acts are linguistic reviews that concentrate on the meaning of utterances and take various forms depending on the speaker. A speech act is an everyday act of communication with the speech partner that results in a state of behavior or attitude that causes the speech to be triggered. The goal of this act of interacting is for the speech partner to convey a response that is reciprocal to what the speaker wants [6]. This condition is comparable to acquiring a good conversational state. Speech acts are classified into several types. The use of directive speech acts is one of them.

A directive speech act is an utterance or step demonstrated to the speech partner by stating the speaker's intention or expectation, so that the utterance or utterances become the foundation for the speech partner to wish [7]. Directive speech act is not only the speaker's expression of the speech partner's attitude, but also the speaker's expression in the form of goals and intentions, so that the speech and actions expressed can serve as evidence to act for the speech partner [8]. Directive speech act describes a result in the form of a response that speakers will carry out, such as conveying orders, advice, prohibitions, solicitations, requests, and criticism. It can be found in a variety of media. One of them is advertisement text.

Advertising text is one of the most effective public-relations tools for promoting goods or services. Text in advertisements is intended to be as appealing as possible in order to inform, invite, or enjoy goods or services [9]. Advertising provides the community with access to product facilities, specifically products made by a company or individual [10].

Materials for Indonesian language class VIII include advertising content. The content of the advertisement text contains elements that encourages pupils to sum up its contents. Requests, pleas, encouragements, and prohibitions are examples of imperative sentences that frequently appear in advertising. The goal of advertising text is to persuade viewers or listeners to take the intended action [11].

Relevant research on ad text learning was carried out by previous researchers [11]. The similarity between it and this research is that they both investigated Indonesian language learning in junior high schools with the topic of advertisement text. The difference is that the previous research did not analyze the form of directive speech acts, while this research examined them.

Previous researchers conducted relevant research on directive speech acts [10, 12–21]. They and this study have one thing in common: they both focus on directive speech acts. The distinction is found in the research objects. The forms of directive speech acts

in students' conversations at SMP Muhammadiyah 1 Kartasura and their implementation in teaching ad texts were the focus of this study. Previous studies that do not link their findings to learning Indonesian can be found in [11, 16, 19].

[26] conducted relevant research on directive speech acts and their implementation in the learning activities of writing advertisement text and posters. The similarities with this study are that they both focus on the form of directive speech acts. The data for this study was gathered through student essays in the form of advertising texts and posters in class VIII.

The formulation of the problem in this study is: the form of directive speech acts in the conversations of SMP Muhammadiyah 1 Kartasura students and their implementation as teaching material for advertising text, based on the background that has been explained.

2 Method

The descriptive-qualitative method was utilized in this study. The qualitative descriptive method is a qualitative research approach with an inductive flow [24]. The topic of research was chosen because of interest on directive speech acts in conversations between junior high school students. The participants in this study were Kartasura junior high school students. The data gathered was in the form of student conversations. The context of the conversation was included in the data. In this study, data was collected through observation and documentation method. The results are recorded after observing and identifying the students' directive utterances. This study took place between August and October of 2022. Pragmatic identity technique was utilized for data analysis.

3 Result and Discussion

3.1 Forms of Directive Speech Acts in the Conversations of Junior High School Students in Kartasura

According to the findings of the study, speech was discovered in the form of conversational dialogues between students.

3.1.1 Directive Speech Act of Order

The directive speech act of order is a speech act that requests that the speech partner do something in response to what is said in the utterance [17]. The following are examples of directive speech act of order spoken in the conversation.

Conversation (1)

Speaker : *"He sisan jupukno bale kae lo dinggo futsal"*

(Hey get the ball to play futsal)

Partner: *"Seng ijo opo seng putih bale?"*

(Which one, green or white?)

Penutur : *"Seng ijo wae"*

(The green one)

Context: This speech took place in the schoolyard during recess. The speaker directed the speech partner to retrieve the ball from near teacher's room for futsal in the yard.

The marker of order is the phrase "*sisan jupukno*". In this utterance, the speaker instructs the speech partner to take action as spoken by the speaker in a raised voice, so that the speaker's command is fulfilled by the speech partner. The meaning of the phrase "*kae lo*" is to show the object to be taken at a location.

Conversation (2)

Speaker : "*Tulung tukokno es teh neng kantin aku ngeleh banget*"

(Please buy me iced tea from the canteen, I am very hungry)

Partner: "*Ndi duite karo aku jajanya*"

(Where is the money, buy me too okay?)

Speaker : "*Yo turahane nggonen jajan*"

(Yes use the change to buy yourself)

Context: It was after physical education class and the teacher gave some time for a short break.

The markers of order here are "*tulung*", "*tukokno*", "*nggonen*". In the speech, the speaker ordered the speech partner to buy a drink in the canteen. The partner agreed but want to buy himself something using the speaker's money as a fee. The speaker agreed to the deal.

3.1.2 Directive Speech Act of Advice

A directive advice speech act of advice is one in which the speaker intends to give the speech partner input or directions on how to do something [17]. The following are data from advice speech act that were spoken directly.

Conversation (3)

Speaker : "*Hey koe ojo koyo ngono, kui kancamu sekelas mbok yo seng akur karo kancane*"

(Hey don't be like that, he is your friend please be at peace with each other)

Partner : "*la pie*"

(Why so)

Speaker : "*Koe ki wes gede kudune rasah musuhan*"

(You are an adult, you shouldn't keep enemies)

Context: The speech occurred in front of the class during the first break, when the speaker saw his speech partner, who was hostile to his classmate and mocking each other.

The marker of advice here are the phrases "*mbok yo seng akur karo kancane*" and "*koe ki wes gede kudune rasah musuhan*". Through the utterances, the speaker

gives an advice for the partner to make peace with the classmate. The tone is kind and subtle.

Conversation (4)

Speaker : *"Nek olahraga klambine nganggo olahraga koe ki wes gede kudune yo ngerti nek jadwal olahraga yo klambine nganggo olahraga"*

(For exercise you must use sport shirt, you are an adult you should know the schedule for exercise so use sport shirt)

Partner : *"Aku ragowo klambine"*

(I did not bring the sport shirt)

Speaker : *"Yowes sesok ojo koyo ngono yo"*

(Okay, don't repeat it)

Context: The dialogue happened when the speaker and partner were in school yard for exercise.

The marker of advice in this case is *"koe ki wes gede kudune yo ngerti nek jadwal olahraga yo klambine nganggo olahraga"*. The speech was delivered in low voice intonation, subtle and seriousness. It was spoken directly and contain a reminder about wearing the sport shirt.

3.1.3 Directive Speech Act of Prohibition

A directive speech act of prohibition is a directive speech act that forbids doing something. The prohibition sentence is used to say speech with the intent of ordering the interlocutor not to do something or preventing the speech partner from doing something [25]. The following are examples of directive speech act of prohibition that are stated directly.

Conversation (5)

Speaker: *"Ojo guwak sampah neng ngarep kelas mengko ndak disengeni"*

(Don't throw garbage carelessly in front of class, you will get scolded)

Partner : *"Seng meh nyengeni sopo?"*

(Who would scold me)

Speaker: *"Pak guru"*

(The teacher)

Context: The speech was delivered during the first break. The speaker notices the said partner throwing garbage carelessly, specifically in front of the class.

The marker of prohibition in this data is the phrase *"ojo guwak"*. The speaker also scares the speech partner with the phrase *"mengko ndak disengeni"* in this speech. And the word is intended to prevent the speech partner from doing so.

Conversation (6)

Speaker: *"Kui hiasan dinding ojo dirusaki soale seng numbaske wali kelas awas nek ngasi dirusaki"*

(Don't damage the wall decoration because the homeroom teacher bought it, watch out)

Partner: "*Oh la wes elek lo*"

(*But it looks so ugly*)

Speaker: "*Yo pokok.e ojo*"

(Yes, just don't)

Context: The speaker and speech partner was cleaning the classroom.

In the dialogue above, the marker of prohibition is the phrase "*ojo dirusak*". The speaker also expressed threats in "*awas nek ngasi rusak*" and "*pokok.e ojo*". In the utterance, the speaker prohibits the partner from damaging the wall decoration in the classroom.

3.1.4 Directive Speech Act of Invitation

The directive speech act of invitation is a form of language act where the speaker invites the speech partner to do something together [26]. The following are the findings of directive speech act of invitation

Conversation (7)

Speaker : "*Ayo takjak jajan neng kantin*"

(Lets go to canteen with me)

Partner : "*Gah aku bariki enek pelajaran seni rupa*"

(No, after this I have an art class)

Context: The speaker invited the speech partner to the canteen when the class hours changed.

The markers of invitation in the dialogue are "*ayo*" and "*takjak*". With the 2 words, the speaker invited the speech partner to go to canteen together. The partner rejected the invitation because he would have an art class after that.

Conversation (8)

Speaker: "*Ril bariki takjak ngejokne proposal neng kesiswaan yo*"

(Ril after this accompany me to submit a proposal in student department okay)

Partner : "*Sek tak maem sekya*"

(Wait let me eat first)

Speaker : "*oke*"

(Okay)

Context: During the first recess, the speaker asked the partner named Aril to accompany him to submit a proposal to student department.

The marker of invitation the data is the phrase "*Ril bariki takjak*". With the phrase, the speaker asked the speech partner to accompany him. This invitation was accepted but with a condition. The partner wanted to finish eating first.

3.1.5 Directive Speech Act of Request

The directive speech act of request is one in which the stated purpose is fulfilled with the intention that it be so [17]. The following data are directive speech acts of request that were spoken directly.

Conversation (9)

Speaker : *"Aku jaluk susu segarmu yo seng neng mejo"*

(Can I drink your milk on the table)

Partner : *"Yo jupuken ojo dintekne lo ya"*

(Okay but don't drink it all)

Speaker : *"iyoo, wah enaki ya tuku ngendi?"*

(Yes, this is good, where you bought it?)

Context: During recess, the speaker was that there were milk on the table and requested permission to drink it to the speech partner.

The marker of request in this case is *"jaluk"*. It shows how the speaker is requesting permission to drink the milk on the table.

Conversation (10)

Speaker: *"koe ndue bolpen piro?"*

(How many pens you have?)

Partner: *"Ndue 4 ki"*

(I have four pens)

Speaker: *"Aku jaluk siji oleh ora"*

(Can I ask one?)

Partner : *"Oleh"*

(Okay)

Context: During lesson in classroom, the speaker forgot to bring a ballpoint and ask for one to the speech partner.

The marker of request in the dialogue is *"jaluk siji oleh ora"*. In this sentence, the speaker requests a ballpoint pen from the speech partner, and before the speech partner provides it, the speaker inquires about the number of ballpoint pens owned by the speech partner. The partner allows the speaker to have one.

3.1.6 Directive Speech Act of Criticism

Directive speech act of criticism is a type of speech expressed by the speaker to convey input or direction made by the speech partner [17]. The following data is a directive speech act of criticism in conversation.

Conversation (11)

Speaker : “*Bekalmu enak seng masak sopo?*”

(Who cooked of your lunch?)

Partner: “*Seng masak ibukku*”

(My mother cooked it)

Speaker: “*Masakannya kurang enak, ketoke iki kurang uyah, ditambah sedikit garam mesti enak*”

(The taste is not so good, I think if add some salt it will be good)

Context: During recess, the speaker saw the interlocutor eating the lunch his mother brought, and then the speaker asked to taste the lunch.

The criticism is marked by the phrase “*ketoke iki kurang uyah*”. The marker is where the speaker express seriousness and provide the input in “*ditambah sedikit garam mesti enak*”. The speaker spoke it directly in front of the speech partner who was eating.

Conversation (12)

Speaker: “*Wah sepatumu apik, tapi sayange taline elek*”

(Wow your shoes are amazing, but the shoelaces are not good)

Partner: “*Opo iyo to*”

(Is that so)

Context: The speaker and speech partner met in front of the class before lessons started.

“*Wah sepatumu apik tapi sayang taline elek*” is a marker of criticism. In the phrase “*wah sepatumu apik*”, the speaker express amazement to the shoes worn by speech partner. In the utterance “*tapi sayang taline elek*”, the speaker expresses criticism to the shoelace.

3.2 Implementation of Research Results in Learning Ad Text

According to the findings of the research, directive speech acts can be implemented in advertising text learning in junior high school, particularly in class VIII phase D. The intent and characteristics of directive speech acts in the form of invitations and prohibitions are the same as those of advertisement text. The following describes how it is used in learning ad texts.

Students look for advertising texts that contain directive speech acts during the learning process. Students were previously given directive speech act findings from this study as teaching materials.

According to the findings of this study, there are several forms of directive speech acts in the student conversations: orders, advice, invitations, prohibitions, and requests. These forms can be utilized in teaching material for ad text in Indonesian. The material adheres to the Independent curriculum, especially the writing element. The Learning Outcomes (CP) in this case is: students are able to write ideas, thoughts, views, directions or written messages for various purposes logically, critically and creatively. The Learning

Objectives (TP) is to identify the contents of ad texts, create ad texts and explain the content and structure of ad texts.

This study is relevant to advertising texts that are inviting and prohibitive in nature. Furthermore, the ad text conveys constructive positive criticism to those who read it. For example, from the structure of invitation speech act in the data, students can learn to create ad text with similar pattern. The same can apply to prohibitive speech acts, by observing the pattern from examples, students can learn to create ad text using the same form. Every data in this study can serve as an example for students to learn the forms of directive speech act. By observing and creating various forms, students also learns to differentiate them.

The demonstration method was used for the learning approach. The demonstration method makes learning more engaging by providing students with direct experience, making learning more meaningful, and reducing the emphasis on students being active participants in their learning. In implementation, the advertising text material is prepared by the teacher, and the media used is in the form of power points and objects that can be shown or demonstrated and will later be used for learning in class. As the implementation of this research continues, the teacher explains the meaning of advertising text and how to properly and correctly create advertising text that has been broadcast on PowerPoint. The teacher conveys that advertising sentences can be directive speech acts.

According to the findings, directive speech acts are in the following forms: orders, advice, prohibitions, invitations, and criticisms. In the core implementation, the teacher instructs students to create inviting and commanding advertising texts. The teacher then instructs students to explain the outcomes of their work. In presentations, the teacher provides input and evaluates the outcomes of student work. Follow-up and closing are the following learning activities.

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