Directive Speech Acts Analysis in Teacher and Student Interaction during Thematic Learning in Elementary School

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A B S T R A K

Tindak tutur direktif di sekolah dasar menjadi penting karena berguna sebagai bentuk kajian ilmiah pragmatik yang dapat memperkaya perkembangan pragmatik di sekolah dasar. Tujuan dari penelitian ini adalah untuk menganalisis bentuk-bentuk tindak tutur direktif yang digunakan oleh guru dan mendeskripsikan startegi-strategi tindak tutur direktif guru dan siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif. Metode yang digunakan pada penelitian ini yaitu menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data yaitu menggunakan teknik obeservasi, teknik rekam, simak dan catat. Subjek dalam penelitian ini adalah guru dan siswa di SD Negeri yang diobservasi selama proses pembelajaran. Untuk membuktikan kesesuaian data menggunakan triangulasi. Hasil penelitian ini adalah selama proses pembelajaran berlangsung, guru menggunakan berbagai macam tindak tutur direktif yang cukup baik. Tindak tutur direktif yang paling sering digunakan guru adalah tindak tutur direktif pertanyaan. Selain itu, strategi tindak tutur direktif guru yang paling dominan yaitu strategi tindak tutur direktif bertutur terus terang tanpa basa-basi.

A B S T R A C T

Directive speech acts in elementary schools are important because they are useful as a form of pragmatic scientific study that can enrich the development of pragmatics in elementary schools. The purpose of this study is to analyze the forms of directive speech acts used by teachers and to describe the strategies of directive speech acts of teachers and students during the learning process. This study uses a qualitative approach. The method used in this research is using descriptive qualitative method with data collection techniques, namely using observation techniques, recording techniques, listening and noting. The subjects in this study were teachers and students at public elementary schools who were observed during the learning process. To prove the suitability of the data using triangulation. The result of this research is that during the learning process, the teacher uses various kinds of directive speech acts which are quite good. The directive speech act used by the teacher is the question directive speech act. In addition, the teacher's most dominant directive speech act strategy is the directive speech act strategy of speaking frankly without further ado.

1. INTRODUCTION

Pragmatics can be said as the study of the science of a speech based on context that involves the aspect of meaning in its relation to speaker (Belligh & Willems, 2021; Kleinke, 2010). In this pragmatic study, there are several contexts that can be applied to linguistics, namely social context, time, place, atmosphere, education and culture (Alba-Juez, 2021; Rohmadi, 2014). Thus, the role of context greatly influences the speech of a speaker who is interacting or communicating. Someone who is acting in speech is said to be interacting with each other related to linguistic aspects. Through language, humans can express what will be conveyed, especially important information (Dianto et al., 2021; Fauzi et al., 2019; Mohammadi et al., 2020). Language is closely related to cultures in social society. As social beings, humans communicate with each other and need each other, both direct and indirect communication (Dawus karolina, sukandi Luh ni, 2021; Potvin et al., 2021). The language issued by the speech apparatus in humans is interpreted as spoken language in the form of sound symbols, while written language is a symbol of spoken language itself. Language can be said to be a sound symbol system that is arbitrary as is commonly applied by a group of organizations to interact or define themselves (House et al., 2021; Tovar Viera et al., 2020).

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The use of language is very important as a means of human communication, both in the residential environment and in the school environment (Krissandi & Setiawan, 2018; Tsepilova & Mikhaleva, 2015). As in teaching and learning activities in the classroom, there is an ethics of politeness in language. Interactions that occur during teaching and learning in the classroom are carried out by teachers with students, students with students which aim to convey certain intentions in the context of Santrock (Abduh, 2015; Meinzen-Derr et al., 2019). At the time of these learning activities, polite language has been listed in the linguistic rules and the order of values that exist in certain communities. Language is always wrapped with ethical values or politeness (Fuad et al., 2020; wibowo, 2015). Politeness in language includes one's morals in communicating well and not hurting the people who are invited to interact. In line with the objectives of the teaching and learning process, speech in learning interactions needs to be adapted to the context. The context of the speech at the time the speech is suggested can help in understanding the speech conveyed by the speaker to the interlocutor (House et al., 2021; Tohidast et al., 2020). In this case, the relation between the use of context in teaching and learning activities in the classroom, when the teacher is expounding material to students, so that it will be more accepted and understood by students (Alchamdani et al., 2020; Marcos et al., 2020; Widiana et al., 2018). The physical and social environment are closely related to the context of speech that can help speakers explain the meaning of their speech.

Speech acts between teachers and students can be used as a benchmark for how effective communication is when carrying out the learning process (Kemp, 2017; Michelsanti et al., 2019). Speech namely sentences in the form of actions through speech which are intended to inform the listener. If the learning activity does not contain speech acts, it can be said that the learning is passive, on the contrary if the teacher in the learning process uses speech acts, the learning process becomes active (House et al., 2021; Tohidast et al., 2020). The learning process is often dominated by the teacher. To provoke interaction between teachers and students, teachers should apply good learning, with variations in the use of speech acts, to increase student activity during the teaching and learning process. A directive speech act is a speech act that leads to an action, where the speech actor can instruct the interlocutor to realize the action requested by the speech actor (Sondiana & Sudirman, 2017; Sumedi & Rovino, 2020). The speech act proposed by Searle is often used in the learning process. In the learning process, both teachers and students communicate using good language that is easily understood by students. Searle (Gunawan, A: 1994), states that directive speech acts are divided into five kinds, that is ordering, requesting, suggesting, advising, and challenging.

Research on directive speech acts in elementary schools is important because we can use it as a form of pragmatic scientific studies that can enrich the development of pragmatics in elementary schools. an ongoing speech. Humans basically will not be separated to express something in the context of communication (Kim & Kwon, 2020; Witek et al., 2022). Communication that occurs between teachers and students has a specific purpose that is poured in various kinds of utterances (Maelasari & Wahyudin, 2017; Widiana et al., 2018; Wildan et al., 2019). Through the speech delivered by the teacher, it can create a sense of comfort and conducive in the teaching and learning process (Rahmah et al., 2020; Sumedi & Rovino, 2020). Although these utterances are not realized by students. The existence of good communication between teachers and students as well as good cooperation can make the learning process in the classroom better. The researcher chose SD Negeri Kuripan 01 because at that elementary school, teachers often use directive speech acts in learning interactions. In addition, the elementary school has adequate facilities. Furthermore, the reason the researcher chose research in class I was because Ist graders still needed attention from the teachers because their focus of concentration was still lacking. Class I students did not understand the teacher's intent in conveying information related to subject matter and command, Not even a few students ask for help from the teacher. Thus, a teacher needs to optimize his ability in formulating strategies, so that he can realize impressive learning activities.

The following are some relevant studies on directive speech acts. Many studies on directive speech acts have been carried out. Previous research stated that directive speech acts were delivered indirectly in various modes (Hasanah, 2020; Marizal et al., 2021). Another finding states that the function of Indonesian teachers' directive speech acts in classroom learning includes requests, invitations, orders, prohibitions, giving permission, and advice (advisories) (Hasanah, 2020; Sitompul, 2020). Based on the description above, the importance of this research is due to several reasons. First, research on directive speech act politeness strategies like this can be used as a form of pragmatic scientific study that can enrich the development of pragmatics in elementary schools. Second, the forms of directive speech act as findings to develop science learning. The purpose of this study is to analyze the forms of directive speech acts used by teachers and to describe the strategies of directive speech acts of teachers and students during the learning process

2. METHOD

The research design used by the researcher is a descriptive qualitative design. Qualitative research is a descriptive study of a phenomenon based on the facts on the ground (Yusuf, 2017). This research is descriptive because this research produces data that is poured orally or in writing to find out the behavior and behavior of someone who is being observed as a study should. So that this study does not use statistics or in the form of numbers, but the data in this study will be explained (H. Salim & Haidir, 2019). The design in this study uses an ethnographic design of communication and pragmatics. In this study, researchers describe the form of directive speech acts, politeness strategies for directive speech acts of teachers and first grade students of SD Negeri Kuripan 01 Kesugihan District, Cilacap Regency in the thematic learning process.

The research instrument is the researcher himself, because the researcher is the key research instrument. The presence of researchers is needed in order to obtain the required data. The role of the researcher in this study is only as an observer, not involved in teacher and student conversations. The data in this study are the speeches of teachers and students of SD Negeri Kuripan 01 during the learning process. The source of this research data can be obtained from data sources in the form of teacher and student information on the learning process. The data collection technique in this study was using direct observation or observation in the classroom, then using the record, listen and note method. Recording is done when the teacher and students interact during the thematic learning process using a recording device such as a mobile phone. The listening technique is done repeatedly in order to find out the form of speech used by the teacher and students. The note-taking technique is done after listening to the recorded conversations between the teacher and students.

The interactive model proposed by Miles dan Huberman used by researchers as a reference in data analysis techniques. There are four components in the interactive model analysis, namely: data collection, data reduction, data presentation and drawing conclusions. To prove the suitability of the data that has been studied with the results of field observations using triangulation. This study uses three triangulation techniques, as follows: first, triangulation is carried out with data sources, as to re-checking the data that has been obtained by the researcher with the data that has been described in the study. Second, triangulation of observers, namely supervisors who will provide advice on the results of data collection that has been carried out by researchers. Third, triangulation of theory as to ensure that the data is in accordance with the theory described in chapter II.

3. RESULT AND DISCUSSION

Result

Based on the observations made by the researcher, the researcher found the findings of directive speech act forms and directive speech act politeness strategies in teacher and student interactions through thematic learning in grade 1 SD Negeri Kuripan 01. The directive speech act of command is intended that the speaker gives instructions in the form of an action or deed so that the speech partner can realize the action in accordance with the wishes of the speaker. The speaker realizes his desire that the utterance conveyed contains reasons that are very easily understood by the interlocutor to perform an action ordered by the speaker. The findings of the command directive are presented in Table 1.

Table 2. Examples of Directive Speech Acts Command

Teacher	"Open the LKS now! Where have you been yesterday? How many pages hayoo?".
Student	"Page 45 ma'am "
Teacher	"Page 45 commendable behavior"
Context	Speech is spoken in the morning in class I. The speech is addressed to all speech partners during the learning process. The role of the speaker is an educator while the opponent of the speaker is a student.
Strategy	Speak frankly without further ado

Based on Table 3 included in the form of a directive command speech act, it can be seen from the teacher's words "The worksheet is open!". Through this speech, the speaker gives an order to the interlocutor so that the speech partner immediately opens his worksheet. The utterance is spoken by the teacher when learning activities take place in class. Through the dialogue, the speaker's relation is higher when compared to the interlocutor. Therefore, whatever is asked of the speaker, the interlocutor must do as it commands. The speaker expresses his desire, with the intention of the interlocutor to perform an action

that the speaker wants. This request action comes from the word asking, in other words the speaker is given or wants to get something. Below is an example of a query directive that researchers have found through Table 2.

Table 4. Examples of Request Speech Acts

Teacher	"The teacher asked Naila to read question number 7"
Student	" Okay ma'am"
Context	The speech situation takes place in class I, the speech is addressed to all speech partners in the class during teaching and learning activities. In the context of the speech, the role of the speaker is as a teacher while the speech partner is a first grade student.
Strategy	Speak frankly without further ado.

The speech in Table 2 included in the request directive speech act, as seen in the sentence uttered by the teacher "The teacher asked Naila to read question number 7". Through the speech, the speaker expresses his desire so that the speech partner takes an action in the form of a request for students to read question number 7. The action of the question implies that the speaker expects the interlocutor to give his opinion in accordance with what is requested by the speaker. To mark the action of this question which is marked by a question mark (?). In addition, the question act has characteristics in the form of question words, such as: what, who, when, where and how. The following is an example of a question directive in Table 3.

Table 5. Examples of Directive Speech Acts Question

Teacher	" How do we speak well?"
Student	"Don't hurt other people's hearts, teacher"
Teacher	" Yes that's right. We must not speak loudly and speak harshly to others."
Context	The speech occurred in class I in the morning. Speech takes place in the process of teaching and learning activities when the teacher explains the material. The speaker is a teacher while the speech partner is a student.
Strategy	Speak frankly without further ado.

The speech in Table 6 includes the directive speech act of the question. As seen in the teacher's sentence "How do we speak well?". Through this speech, speakers express sentences using question words to students which are intended so that students can provide information about commendable behavior material, one of which is speaking well to others. In other words, speakers express their desires through these expressions so that students provide information in the form of understanding the contents of the material. Prohibition is a rule in the form of an command which is intended to stop the interlocutor from taking an action. Basically, the act of stopping is said to be an instruction from a speaker to ask the interlocutor not to take any action. The following is an example of a prohibited act through Table 7.

Table 8. Examples of Prohibitive Directive Speech Acts

Teacher	"Why tell yourself? What is Rasya talking about? Don't talk to yourself if the teacher is delivering the subject matter".
Student	"No ma'am".
Context	The speech are uttered when the learning process in class I takes place. When the teacher is delivering the lesson material. Here the role of the speaker as a teacher and the interlocutor is a student.
Strategy	Speak frankly without further ado.

The speech in Table 9 is included in the prohibitive directive speech act. As contained in the teacher's sentence "don't talk alone if the teacher is equating the subject matter". Through the speech, the delivery of a warning to the interlocutor for the actions that have been carried out. The utterance saw by the teacher when a student was talking to one of his classmates and did not pay attention to the material presented by the teacher. The speaker forbids the student to speak for himself without listening to the material being explained by the teacher. The act of giving permission is an action that aims to allow the speaker to do something. This action relates the speaker to the speech partner, in which the speaker's

position as a teacher is higher than the interlocutor. The findings of the permit granting directive are presented in Table 5.

Table 10. Examples of Directive Speech Acts Giving Permission

Student	"Ma'am, Izan didn't bring a book"
Teacher	"Yes, I'll join your friends later, okay?"
Context	The speech takes place in the morning, at the beginning of the lesson when the teacher opens the worksheet. Keep in mind that every LKS learning is always used by both teachers and students as a means of supporting learning. In a speech situation, the speaker acts as a teacher while the speech partner acts as a student.
Strategy	Speak frankly without further ado.

The speech in Table 11 is categorized as a directive speech act of granting permission. It can be seen in the teacher's sentence "Yes, I will join her friend later". Through this utterance, the speaker gives permission to the interlocutor to take an action. The student said that one of his friends forgot to bring a book. From the teacher's speech, the speaker agrees that the interlocutor is allowed to take an action so that students who do not bring books can join their friends. Advice is teachings that contain the meaning of goodness. The advice directive has the meaning that the speaker realizes his actions by using positive sentences containing advice so that the interlocutor continues to follow the directions ordered by the speaker. The characteristics of the advice directive are to use the words caution, don't, and guard. The findings of the advisory directive are presented in Table 6.

Table 12. Examples of Advice Directive Speech Acts

Teacher	"Before going to school, don't forget to recheck your writing equipment. Are all the equipment brought or not. Don't leave school bags carelessly, don't do homework. Is that a schoolboy or not?"
Student	"Not"
Context	The speech took place in class I when the teacher advised students who forgot not to bring books. The speaker is a teacher while the speech partner is a student.
Strategy	Speak frankly without further ado.

The speech in Table 13 is categorized as a directive speech act of advice. As seen in the teacher's sentence "Before going to school, don't forget to check your writing equipment again". Through this utterance, the speaker gives a positive message in the form of advice on the actions taken by the interlocutor, namely forgetting to bring his writing utensil. The utterance takes place when the teacher randomly calls the students to read the questions they have ordered.

Discussion

Based on the results of the analysis of the directive speech acts of teachers and students during the learning process, the researchers found six forms of directive speech acts used by teachers and students during the activity. The directive speech acts used by teachers and students include: request directive, question directive, command directive, permit directive and advice directive. Of the six forms of directive speech acts above, the most frequently used by teachers and students is the question directive, which is 78 utterances. Then the second form of directive speech acts that are often used by teachers and students in learning is the form of directive commands as many as 38 utterances. Furthermore, 15 utterances are also used by teachers and students when learning is a request directive.

In addition, directives such as prohibition, granting permission and directive advice were also found by researchers. The researcher found the prohibition directive as many as five utterances, granting permission as many as three utterances and the researcher advice directive found as many as seven utterances. Finding the form of directive action can not be separated from observations based on speech situations during the learning process. In the learning process, the teacher is more dominant in using question directive speech acts compared to other forms of directive speech acts (Aryanto, 2020; Ruwandani, 2021). It is said to be dominant because during teaching and learning activities, the teacher uses methods that are familiar and are often found in every activity such as lectures and questions and answers, so that the sentence contains a question expressed by the teacher requiring answers from the students (Ahmad & Tambak, 2017; Rahmatih et al., 2021). In addition, the sentence questions are said to be a speaker technique

in an effort to attract the attention of the interlocutor. It would be better if a teacher used various forms of directive speech acts not only using question directive speech acts.

As for the strategies found during the learning process, the researchers also found the directive speech act strategies used by teachers and students in learning which consisted of four strategies, including: speaking frankly without further ado, direct speaking strategies with pleasantries, positive politeness strategies and negative or vague politeness strategies. Other research found several strategies used by teachers, in this study the most dominating strategy was speaking frankly without further ado (Dewi, 2017; Khurriyati et al., 2021; Lasri & Pebriana, 2021). Of the four directive speech act strategies above, the teacher more often uses the strategy of speaking frankly without further ado, totaling 20 utterances. Previous research showed that there is a relationship between the way of speaking and speaking skills (Ruiyat et al., 2019; Sultan & Irawan, 2020). In addition, the cooperative type time token learning model can have an impact on the learning outcomes of Indonesian speaking skills for fifth graders of SD Negeri I Massepe. Thus, speaking skills greatly affect students' writing skills (Nurhaedah et al., 2019; Nursafira, 2020).

In accordance with the facts in the field, it shows that the teacher speaks during learning activities not too harshly, but the teacher still uses pleasantries during learning activities so that students easily understand the meaning spoken by the teacher. A fairly effective strategy is to use a direct strategy without being complicated that can be done by all teachers so that students can immediately accept it and rush to do what the teacher has ordered. The effectiveness of this strategy provides maximum results, so that students are easier to be directed in the learning process (Carolina & Sudaryono, 2015; Marizal et al., 2021). In addition to using these strategies, learning activities are not effective and students are less active. This is because many students still do not understand and it is difficult to understand what the teacher is asking for. In process for the teaching and learning process to run well, teachers need to change learning strategies that are more active so that students easily understand the material presented. Active learning strategies are used to provide a more lively, effective and efficient learning atmosphere (Syaparuddin, S., Meldianus, M., & Elihami, 2020). Therefore, teachers are required to be good at choosing this strategy and must be able to adjust to what level a teacher carries out learning (Arsy et al., 2020; Susilawati et al., 2019).

Techniques in communicating between teachers and students are needed in the school environment (Rosmalah, 2020; Widiana et al., 2018). Good communication is said to be a behavior that must be instilled in every individual (Junaidi, 2018; Sina et al., 2019). An educator's view of student character development will affect the teacher's ability to manage and regulate classes, especially in learning activities that are directed not only at the development of students' cognitive and psychomotor aspects. However, it can also provide facilities for students to bring out good and strong characters. While in reality on the ground, teachers more often instruct students to take an action on what has been ordered by the teacher. So that it will make students more passive and less active in teaching and learning activities. There needs to be an update on each activity of teaching and learning done by a teacher. To maintain the focus of learners on the learning situation that with teachers does not always use sentences that lead only to command and command. However, can use other sentences that can provide encouragement students to remain active during learning as expected (Lasri & Pebriana, 2021).

4. CONCLUSION

From the discussion above, the researcher concludes that there are many forms of directive speech acts that are often encountered both from teacher and student utterances during thematic learning in grade 1 SD Negeri Kuripan 01 Kesugihan District, Cilacap Regency. However, the dominating directive is the question directive as many as 78 utterances. In addition, researchers also found that there are directive politeness strategies used by teachers during teaching and learning activities. These strategies can affect the effectiveness of learning, including students being active and not passive, making the classroom atmosphere more conducive, and attracting students' attention to focus on learning.

5. ACKNOWLEDGMENTS

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