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An Analysis of Directive Speech Act Used by English Teachers

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Abstract

The purpose of this research is to find the kind of functions of directive speech act used by the English teachers and the most frequently used of directive speech performed by the English teachers in the classroom. This research use Yule's theory of directive speech act, there are five kind of functions, command, request, suggestion, invitation, and warning. This research employed descriptive qualitative method. The researcher as the observer, observe the teaching and learning process videos to gain the data. The data is the utterances performed by the two English teachers as the participant of the research. According to research findings, There are 77 data found in total, 40 data of command, 31 data of request, 1 data of suggestion, 4 data of invitation, and 1 data of warning. The first English teacher tend to perform request to the student with the total of 24 utterances found, meanwhile the most frequently used of directive speech act from the second English teacher is command with 28 data found. Command is the most frequently used of directive speech in this research.

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INTRODUCTION

The teacher has complete control over the teaching and learning process in the classroom, including teaching, planning activities, and giving instructions. To implement all of those, the students need to understand the context during the teaching and learning process from the teacher's utterance, which has a clear meaning as the speaker. The way to avoid a misunderstanding communication is to learn pragmatics. In linguistics, pragmatics is the study of meaning as conveyed by the speaker and understood by the listener. The most often studied topic in pragmatics is the speech act. Speech acts are utterances used for communication purposes that perform some action through them (Aitchision, 2003). When the speaker uttered something, it was somehow trying to achieve the effect of it.

A speech has a wide variety of speech acts, which are shown in the speech's purpose. This study focuses on directive speech acts, which serve as a useful

communication unit. Compared to assertive, expressive, declarative, and commissive speech acts, directive speech acts are more frequently employed by teachers in classroom interactions. a directive speech act is one of the speech act type that make the listener perform a certain action as the speaker's utterance. Both teachers and students are concerned about directive speech acts in the classroom, particularly during the teaching and learning process. The teacher's utterances can have an effect on the students.

In order to motivate the hearer to take action, the speaker would often communicate the expectations or desires. Finegan (2004) stated that the purpose of a directive speech act is to make the hearer take some action. It indicates that the speaker will make an utterance that the audience will follow. As function of the directive speech act based on Yule (1996), to command, to request, to suggest, to invite, and to warn.

Rizki et al. (2019) found that request is the most frequently used of firective speech act that performed by the English teacher. The goal of this research was to identify the various types of directive speech acts used by teachers and how they function within the teaching and learning process. The findings revealed several types of directive speech acts: 10 commands, 14 requests, 2 suggestions, 1 invitation, and 1 prohibition, along with the function of each type identified. For instance, request highlight the teacher's role as the class manager, showcasing their authority and ability to influence student behavior. Ramadhanti (2022) found that request as the most frequently used of directive speech act performed by the lecturer. This previous research collected the data from the utterances that performed by the lecturer in speaking classroom interaction.

In this study, the researcher focused on finding the kind of functions of directive speech used by English teachers based on Yule's theory (1996) and finding the frequently used one of directive speech act performed by the English teachers in two teaching and learning process videos, entitled *PPL Aksi 1 Model Pembelajaran Discovery Learning Materi Descriptive Text SMP Kelas 7* and *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP.*

METHOD

This research was used descriptive qualitative research. This research is analyzed two videos of teaching and learning process, the tittles are *PPL Aksi 1 Model Pembelajaran Discovery Learning Materi Descriptive Text SMP Kelas 7* and *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP* from youtube application. This research used Yule's theory to specify the classification of directive speech act.

Observation sheet as the indicators of directive speech act adopted from Yule (1996). Observation is needed to make clear that the teachers applied the directive speech act in specific time or phase during observing or watching the video and also to help the researcher during process of transcript and analyzing the data.

Table 1. Obervation Sheet

Yule (1996)	Example of Directive Speech Act	Pre teaching	Whilst teaching	Post teaching

1. Command	"Close the door" "Clean the board"	✓		
2. Request	"Could you pass the eraser?" "Please open the book page 30"		✓	
3. Suggestion	"Maybe we should try another way"		✓	
4. Invitation	"Let's practice together" "Let's check it"		✓	
5. Warning	"Don't do that" "I give you 5 minutes!"		✓	

Described by Miles and Huberman (1994) data collection, data reduction, data display, and conclusion drawing are the four methods the researcher used to examine the data in this study. The data were collected by the utterance of teachers. For the first step the researcher should transcript the video into text. In this step the researcher will be using a website called *Transkrip.id* to transcript the video into a form of text. Then, the transcript data will be classified based on the types of directive speech acts according to Yule's theory. This research will use a form for data collection to classify different kind of functions of directive speech acts based on Yule's theory.

Table 2. Data Collection Form.

No	Yule (1996)	Data	Code
1.	Command	1. "Close the door John"	V-1/C1/00:26-00:32
2.	Request	1. "Could you please clean the board?"	V-1/R1/00:36-00:51
3.	Suggestion		
4.	Invitation		
5.	Warning		

Note:
V-1: Number of the video (Video 1)
C1: Number of Data (Command 1)
R1: Number of Data (Request 2)
00:26-00:32: Minute of the video

This step produced, organized, and assembled data to draw a conclusion in the last step. Data display could be in the form of text, tables, diagrams, charts, and other formats. For this study, the researcher uses a table and description to explain the directive speech based on Yule's theory.

After the data were classified in the form of a table, the next step performed by the researcher; interpreting and describing the data. At that point, the researcher could draw the conclusion of the directive speech act based on the utterance of the teachers.

RESULTS AND DISCUSSION

Data Description

The data of this research is from the utterances of two English teachers in teaching and learning process entitled *PPL Aksi 1 Model Pembelajaran Discovery Learning Materi Descriptive Text SMP Kelas 7* and *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP.* This research focused on the clause of directive speech act that performed by the teachers. The researcher also wrote a code for each data, for example:

V2/C1/00:06:33-00:06:39

Note:

V2: Number of the video/teacher (Video 2)
C1: Number of Data (Command 1)
00:06:33-00:06:39 : Minute of the video

Results

1. Different kind of functions of directive speech act used by the first English teacher (From *PPL Aksi 1 Model Pembelajaran Discovery Learning Materi Descriptive Text SMP Kelas 7* video)

   The observation from the first English teacher in a video with the duration 01:11:15 long. The material that teacher explain is about descriptive text for 7th grade. The researcher found 41 data of directive speech act that uttered by the teacher in the first teaching and learning process video. 12 data of command, 24 data of request, 1 data of suggestion, and 3 data of invitation, and 1 data of warning. From the explanation before, the most frequently used of the directive speech act performed by the first English teacher is request. One of the utterance showed below:

   "Bilqis, please lead your friends for praying. Yeah?"

   (V-1/R1/00:38-00:42)

2. Different kind of functions of directive speech act used by the second English teacher (from *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP* video*)*

   The observation from the second English teacher in *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP* video with the duration 01:20:01 long. The material that teacher explain is about self-introduction for 8th grade. The researcher found 36 data of directive speech act that uttered by the teacher in the second teaching and learning process video, 28 data of command, 7 data of request, 1 data of invitation. Suggestion and warning are not performed by the second English teacher. From that explanation, the most frequently used of the directive speech act performed by the second English teacher is command.

   One of the utterance showed below:

   "Applause for Yulia!"

   (V2/C18/00:51:35-00:51:36)

Based on the explanation above, the researcher concluded the total of the findings from the second English teacher in the table bellow:

Table 3. Total of Findings.

Directive speech act Yule (1996)	Frequency Video 1	Frequency Video 2	Total
Command	12	28	40
Request	24	7	31
Suggestion	1	-	1
Invitation	3	1	4
Warning	1	-	1
	41	36	77

The researcher found 77 data in total from both of English teachers. The observation from the first English teacher in a video, the researcher found 41 data of directive speech act that uttered by the teacher in the first teaching and learning process video. 12 data of command, 24 data of request, 1 data of suggestion, and 3 data of invitation, and 1 data of warning. The observation from the second English teacher, the researcher found 36 data of directive speech act, 28 data of command, 7 data of request, and 1 data of invitation.

From the explanation above, the most frequently used of the directive speech act performed by the first English teacher is request. However, the most frequently used of the directive speech act performed by the second English teacher is command. 77 data found from the total of both videos. 40 data of command, 31 data of request, 1 data of suggestion, 4 data of invitation, and 1 data of warning. The researcher conducted that the most frequently used of directive speech act performed by the two teachers is command with 44 data found.

Discussion

The research and discussion performed to find the answer of problem statements of this study. As mentioned in the previous chapter, the purpose of this study to find the kind of functions of directive speech acts also the most frequently used one that are used by the two English teachers. Based on the research findings, the researcher found 77 data in total. For command, the researcher found 40 data in total. Command is the action done by the speaker who has the right and full control to give the command to the hearer. The speaker has full authority on the act of the hearer. English teachers have crucial roles in the classroom as well, such as maintaining a positive atmosphere, mentoring the students, becoming role models, listening to students. English teachers say their utterances in the form of a command to tell their students what they need to do. As a result, the use of command for English teacher is crucial to the teaching and learning process.

The first English teacher explained about descriptive text in the class of 7th grader. As what mentioned before, the most frequently used of directive speech from the first video is request. The first English teacher tend to ask as request to the student because the teacher used discovery learning as the method of teaching descriptive text. One of the utterance is “Can you mention all the adjective?” after the students found the language features from a text that the teacher showed to the class. The method and

material in the teaching and learning process might be influenced the first English teacher to performed request more than other functions of directive speech act. One of the previous research that conducted by Rizki et al. (2019) also found that request is the most frequently used of directive speech act. This previous research found 14 data of request. In conclusion, real-life setting of research and design setting of research could have the same data finding.

The second English teacher explained about self-introduction material with the method of problem based learning. As what mentioned before, the most frequently used of directive speech from the first video is command. The first English teacher tend to command because the teacher want the students to have the same opportunity to practice self-introduction in front of the class. One of the utterance is "Come forward, Dafa!". The material that the teacher explained in the class might influenced the second English teacher to perform command more than any other functions of directive speech act.

As mentioned before, based on the research findings the researcher found 77 data in total from the two videos. The researcher found 40 data in total for command and make it as the most frequently used of directive speech act in this research. One of the previous research that conducted by Rayhana (2020) also found that command is the most frequently used of directive speech act. This previous research found 95 data of command produced by two English tutors in two meetings for each tutor.

Different from this research that found command as the most frequently used of directive speech act, another previous research that conducted by Ramadhanti (2022) found that request as the most frequently used of directive speech act performed by the lecturer. This previous research collected the data from the utterances that performed by the lecturer in speaking classroom interaction. The different finding from these two researches might be influenced by the different level of class. Because the purpose of the lecturer and the teacher in this research is basically the same, in this research the teachers want to make the students perform and present in front of the class to reach the goal of the teaching and learning process and for the previous research, the lecturer wants to achieve the goals of the speaking class itself so the lecturer needs a lot of participants to participate in the class. By using requests in class activities, where this expression will be more appropriate, polite and can be conveyed by students. Lecturer want students to be more motivated and confident during the speaking learning process. However in this research, the students tend to have no confident to perform and practice in front of the class. As the natural reaction produced by the junior high school students, they tend to point and mention their friends' name instead of immediately come forward in front of the class whenever the teacher mentioned their name. To prevent and minimize that reaction, the teacher directly mention the student's name and command each of them to perform in front of the class.

CONCLUSION

The researcher focused with the pragmatic study of the directive speech act applied by the English teachers in teaching and learning process. In accordance with problem limitation of the research, to find the functions of directive speech acts based on Yule's theory (1996) and the most frequently used of directive speech acts used by English teachers in teaching and learning process, the research can be concluded based on the finding of the research. The kind of functions of directive speech act based on Yule's

theory that performed by two English teachers in *PPL Aksi 1 Model Pembelajaran Discovery Learning Materi Descriptive Text SMP Kelas 7* and *Video Praktik UKIN PPG Guru Tertentu 2024 - Mapel Bahasa Inggris SMP* video consist of 40 data for command, 31 data for request, 1 data of suggestion, 4 data of invitation, and 1 data warning with the total of 77 data. From the number of data findings the researcher also found that command as the most frequently used of directive speech act performed by the English teachers.

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