

# Teacher And Student Directive Speech Actions In Online Teaching Learning Interactions At SMP Ignatius Global School Palembang

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## **Abstract.**

*The primary purpose research to discuss the form and function of the directive speech acts of teachers and students in online teaching and learning interactions at SMP IGS Palembang. The method used in this research is descriptive qualitative. Sources of data in this study are speech acts that contain directive speech acts of students and teachers in online teaching at SMP IGS Palembang. Based on the results of the analysis, it was found that there were forms and functions of teacher and student directive speech acts and teacher transactions were found in the discourse of classroom interaction in online teaching and learning interactions. The forms of teacher directive speech acts that appear in online teaching and learning interactions are requertives, question, requirements, prohibitives, permissives, and advisorie. The forms of student directive speech acts that appear in online teaching and learning interactions are requertives, question, and advisories. This research is limited to discussing only directive speech acts of teachers and students in teaching and learning interactions. This research can contribute to students, teachers and other researchers regarding directive speech acts that occur in online teaching and learning interactions.*

**Keywords:** *Speech act, directive speech act and SMP IGS Palembang.*

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## **I. INTRODUCTION**

Currently the world is experiencing the Corona Virus Diseases 2019 (Covid 19) pandemic. The Covid 19 pandemic has greatly affected humans as social beings who are always in contact with other people by means of communication that is carried out directly or indirectly. However, since the Covid 19 pandemic occurred in Indonesia, the Indonesian government has imposed strict regional restrictions or physical and social distancing. This is regulated in law number 6 of 2018 concerning Health Quarantine. In accordance with article 79 that health quarantine is carried out as an effort to prevent and eradicate the entry and exit of diseases along with health risks that can cause public health emergencies (2018). This regulation is reinforced by Government Regulation of the Republic of Indonesia Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Management of Corona Virus Disease 2019 (Covid 19). With this regulation, an appeal was conveyed to the Indonesian people to carry out restrictions. Restrictions are at least carried out through closing schools and workplaces, limiting religious activities, and/or limiting activities in public places or facilities (2020). So with this appeal, the Indonesian people put restrictions by carrying out activities from home such as working from home, studying from home, and worshiping from home. It is certain that there is an appeal for schools to be closed, but learning activities will continue. Through online learning, teachers and students can still carry out teaching and learning activities from home. Learning using online methods can be done through supporting applications such as Zoom Meeting, Google Classroom and so on.

When learning online uses applications such as Zoom, the exchange of symbols between teachers and students, which must take place smoothly in face-to-face meetings, must be interrupted by digital screens with fixed boundaries. This condition makes every symbol conveyed has the possibility of not being interpreted equally between the teacher and students. This possibility of not being interpreted in the same way occurs due to the limitations of digital space which makes it difficult for both teachers and students to send symbols both verbally and nonverbally. The problem in conveying symbols is bigger than face to face. The meaning of these different symbols will lead to failure in understanding children's learning (Nadila, S.M., 2021). The meaning of the verbal and nonverbal symbols is related to the interaction between the teacher and students. The problem with the meaning of these symbols can be successful depending on class

management when online teaching and learning interactions take place. Successful classroom management can be realized if the teacher is skilled in managing teaching learning interactions. Teaching-learning interactions are teacher and student communication activities in learning activities (Prasetyo, R. I., 2018). In online teaching and learning interactions between teachers and students there is speech. The speech conveyed by the speaker has a purpose and meaning that includes action. Austin explained that there are three speech acts that play a role when someone utters a sentence, locutionary acts, illocutionary acts, and perlocutionary acts.

These three speech acts not only reveal the speaker's intent and style, but also reflect his ethical responsibility for the content of his speech, because the content of his speech has a specific purpose to influence the interlocutor (Rachmawati, L., 2021). According to Mulyani (2017) directive speech acts are an important part of communication at school. Mulyani relates to the school's mission. If it is related to the mission of the Ignatius Global School Palembang school, namely Virtue, it is formed through Character Building (Student Attitude). The effort to realize the mission is to develop exemplary attitudes and behavior in speech acts, including by carrying out directive speech acts that always prioritize politeness and the principle of cooperation in communication (Mulyani, 2017). Furthermore, Prayitno (2011) in Nababan (2012) explains that language activities really need to carry the principle of politeness. Language politeness is very visible in the directive speech process carried out in the teaching and learning process. This is realized through the language of asking and ordering. Commanding language acts are typologies of speech acts ordering, asking, expecting, begging, inviting, advising, forbidding and others. If directive speech is related in order to achieve learning objectives, the teacher has an important role in teaching and learning interactions. If the teacher can use speech acts effectively and well, students can achieve maximum understanding and absorption (Mujianto, G., 2015). The use of teacher directive speech acts must be as effective as possible so that the objectives of learning interaction in class can be achieved optimally. The effectiveness of teacher speech acts including directive speech acts in class is important because the class is potentially a place where students can learn and practice skills to improve their communicative abilities (Sinclair and Brazil, 1982 in Ardianto, 2013).

Directive speech acts have an important role in teaching and learning interactions. With directive speech acts the teacher is able to carry out his role in motivating, giving work instructions, giving advice, directing and evaluating. The use of directive speech acts is still relevant to learning based on the 2013 curriculum. The concept of the 2013 curriculum is indeed oriented towards the role of students in teaching-learning interaction activities, but the role of the teacher (to motivate, give instructions/instructions, direct, and evaluate) is still very much needed. (Prasetyo, R. I., 2018). From the description above it is known that in teaching and learning interactions there are various types of directive speech acts between teachers and students and vice versa. This is an attraction for researchers to further examine what kind of directive speech acts appear in online teaching and learning interactions. Research on directive speech acts has an interesting view because the purpose of this research is to provide an explanation of the types of directive speech acts of teachers and students during online teaching and learning interactions. The discrepancy in this research is in bold learning where the interaction is limited by digital space, causing problems in obtaining verbal and nonverbal information. Therefore, this research is expected to be able to carry out directive speech acts that are used by teachers and students in bold teaching and learning interactions. From the description above, the problem in this study is how the form and function of teacher and student directive speech acts in online teaching and learning interactions at SMP Ignatius Global School Palembang.

## II. LITERATURE REVIEW

Yuliantoro (2020) argues that pragmatics is a form of language use by speakers that is addressed to the speech partner in certain situations and contexts and the speech partner tries to catch the meaning of the speech conveyed by the speaker. Pragmatics refers to the study of language use based on context. Context is the situation or background of a communication. Context can be considered as the cause and reason for a conversation or dialogue. Everything related to speech, whether it is related to the meaning, intent, or information, is very dependent on the context behind the speech event (Mulyana, 2005). Pragmatics is the

study of the ability of language users to associate sentences with contexts that are appropriate to those sentences. So it is clear that this pragmatic study focuses more on the study of language which is related to the context of language so that it can be said that language cannot be separated from the context underlying the use of speech contained in that language (Pujiati, T., 2021). Speech act is a pragmatic aspect. According to Austin (1962), speech acts are activities of conveying meaning through speech. According to Suhartono (2020) speaking basically also acts, such as teaching, researching, painting, driving, selling, buying, and shopping. Silence, even, is also action, i.e. acting motionless or not saying anything. This illustrates that speech act activities are several types of behavior in interactions. According to Searle (Wijana, 2009), speech acts pragmatically can be classified into three types of speech acts. These three speech acts consist of locutionary acts, illocutionary acts, and perlocutionary acts.

According to Leech (1983) in Suhartono (2020) illocutionary acts are acts of speakers in conveying intentions through utterances. These illocutionary acts are the center of attention in speech act theory. Yuliantoro, A (2020) argues that illocutionary acts are speeches that provide information, offers, attention, efforts, and so on which have several meanings. Perlocutionary acts are acts of speakers in conveying utterances that have the power to influence, clarify, and so on (Suhartono, 2020). As revealed by Searle (1969) in Leech (1983), illocutionary speech acts are classified into five types, namely (1) assertives, (2) directives, (3) commissives, (4) expressive, and (5) declarations (Oka, 1993 in Sulisty, E. T., 2013). Ibrahim (1993) defines directive speech acts as speech acts that express the speaker's attitude towards the action to be performed by the speech partner. The classification of directive speech acts is described in more detail by Ibrahim (1993), namely requestives, questions, requirements, prohibitives, permissives, and advisories. Requestives express the speaker's wishes or expectations, so that the speech partner responds to the wishes that express this as a reason (or part of the reasons) to act (Sari, R.I., 2017). The function of the request action (requestives) is the act of asking, begging, pressing, inviting, praying, inviting, and pushing. The following is an example of a directive speech act with a request function (requestives). Ibrahim (1993) states that a question is a request in a special case, specifically in the sense that what is requested is that the speech partner gives the speaker certain information. The functions of directive speech acts in the category of questions include; ask, inquire, and interrogate. The following is an example of a directive speech act with a question function.

Ibrahim (1993) states that requirements, such as ordering and dictating, should not be confused with requests, even though requests are in a strong sense. The function of the action included in the command (requirements) is to command, will, regulate, command, demand, dictate, direct, instruct, and require. The following is an example of a directive speech act with a command function (requirements). Ibrahim (1993) states that prohibitions are included in the form of prohibitive directives, which means prohibitions, namely orders/orders so that the said partner does not do something. Action functions included in the prohibition (prohibitives) are prohibiting and limiting. The following is an example of a directive speech act with a prohibitive function. Giving permission (permissives) expresses the speaker's beliefs and intentions of the speaker so that the speech partner believes that the speaker's speech contains sufficient reasons for the hearer to feel free to take certain actions. The obvious reason for generating permissives is to grant requests for permission or loosen restrictions previously made on certain actions (Ibrahim, 1992 in Prasetyo, R. I., 2018). The functions of the actions included in the granting of permission (permissives) include agreeing, allowing, authorizing, conferring, granting, allowing, permitting, releasing, pardoning, and allowing. Ibrahim (1993) which states that suggestions are included in the form of advice (advisories), namely advising, warning, counseling, proposing, suggesting, and encouraging which means that what the speaker expresses is not the desire that the speech partner performs certain actions but the belief that taking action it is the interest of the speech partner. Action functions included in advice (advisories) include advising, warning, counseling, proposing, suggesting, and encouraging.

### III. METHODS

The research method used in this study is a qualitative descriptive method. "Qualitative research is an emphasis on processes and meanings that are not studied rigorously or have not been measured,

emphasizing the socially constructed nature of reality, the close relationship between the researched and the researcher, the pressure of the situation that shapes the investigation, is value-laden, highlighting how social experience emerges as well as the acquisition of meaning” (Hardani, et al., 2020). The source of data in this study were teachers and students in online teaching and learning interaction events for Indonesian language subjects in class VII of SMP Ignatius Global School. The data used by the researchers in this study were speech acts containing directive speech acts of teachers and class VII students at Ignatius Global School Palembang Middle School and teacher utterances containing class discourse transactions in online teaching and learning interactions at Ignatius Global School Palembang Middle School. Class VII students who were the subject of the research consisted of two classes, namely Class VII C and VII H Class VII C totaling 30 students, consisting of 17 girls and 13 boys. While class VII H numbered 25 people, consisting of 13 girls and 12 boys.

The teacher who teaches Indonesian subjects named Nidya Ramadianti, S.Pd in this case is also the subject of research. From the data sources owned by researchers, they can collect data sourced from the interaction of teachers and students in online teaching and learning activities. Data collection was carried out online using the zoom application, which was carried out from January 19th 2022 to February 11th 2022. The total data obtained was ten recordings with a duration of 40 minutes each recording of online teaching and learning interactions via zoom. In this data analysis technique, the researcher used the intralingual equivalent technique and the triangulation technique. The intralingual equivalent technique is an analytical method by connecting lingual elements, both in one language and in several different languages (Mahsun, 201). By using the intralingual equivalent technique, researchers can connect and compare the utterances used by teachers and students in online teaching and learning interactions. Furthermore, the triangulation technique, Hardani, et al., (2020) revealed that if the researcher collects data by triangulation, the researcher actually collects data which simultaneously verifies the credibility of the data, namely checking the credibility of the data using various data collection techniques and various data sources. Technical triangulation, meaning that researchers use different data collection techniques to obtain data from the same source.

Data analysis in this study uses the Miles and Huberman model in Hardani, et al., (2020) which consists of:

1. Data Collection: Data collection as a process is carried out by collecting data by recording teaching and learning interaction activities for teachers and class VII students of SMP Ignatius Global School Palembang.
2. Data Reduction: Data reduction is understood as a selection process, focusing attention on simplifying, abstracting, and transforming data that emerges from field notes (Patilima, 2004 in Hardani, et al., 2020). The data in the form of interactions in the teaching and learning process are obtained through recordings, then transcribed in written form or in the form of dialogue discourse. The data obtained from teaching and learning interactions in the network (online) is quite a lot, therefore it is necessary to record carefully and in detail. For this reason, data reduction is needed by transcribing (copying) it in the form of conversational data. At this stage, the researcher carried out data reduction in the following way.
  - a) Selecting, the researcher selects sentences that have been transcribed from videos recorded online learning as the focus of research and also selects words that are in accordance with the formulation and research objectives.
  - b) Simplify, the researcher simplifies by linking to the formulation of the problem by categorizing data in the form of teacher and student speech acts in teaching and learning interactions from by classifying which speech acts are included as directive speech acts. In addition to classifying data that has been transcribed (copied) in directive speech acts. In this data reduction, the researcher also selects data to analyze the discourse structure of class interactions including transactions, exchanges and actions.
  - c) Abstracting, researchers summarize based on the points to be studied.

3. **Data Display:** After the data is reduced, the next step is presenting the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcards and the like (Hardani, et al., 2020). Presentation of data is done in the following way.
  - a) Describe the function of directive speech acts in the previous data.
  - b) Determine and narrate the function of directive speech acts using directive speech act theory which is based on the function of directive speech acts of teachers and students in online teaching and learning interactions.
  - c) Describe and narrate the discourse structure of class interaction including transactions explaining, directing and fishing.
4. **Drawing Conclusions and Verification:** The final step in qualitative data analysis according to Miles and Huberman is drawing conclusions. The initial conclusions obtained are still temporary and may change if strong reasons are not found to support the next data collection stage. However, if the conclusions obtained in the early stages are supported by valid and consistent evidence, then the conclusions put forward are credible conclusions (Hardani, et al., 2020). In this step the researcher draws conclusions by answering the formulation of the problem and then verifying it with the theory of directive speech acts.

#### **IV. RESULTS AND DISCUSSION**

Based on data analysis, the directive speech acts of teachers and students that appear in online teaching and learning interactions at SMP Ignatius Global School Palembang are requests, questions, requirements, prohibitions, permits, and advisories. This is in accordance with what was stated by Ibrahim (1993). The directive teacher speech acts that appear are 183 utterance data with all kinds of forms of speech acts with several functions. Here's the form and function. First, the directive function of requestives that appears amounts to 46 speech data with details of the acts of asking 12 utterances, requesting 2 utterances, pressing 5 utterances, praying 2 utterances, inviting 12 utterances and encouraging 13 utterances. The function of the directive speech act of requestives that does not appear is the act of inviting. Second, the function of directive speech act questions that appear is 74 data utterances with details of the act of asking 62 utterances, asking 9 utterances and interrogating 3 utterances. Third, the function of directive speech act requirements that appear is 27 utterances with details of ordering 6 utterances, requiring 4 utterances, regulating 4 utterances, demanding 1 utterance and directing 12 utterances. The functions of directive speech acts requirements that do not appear are the acts of commanding, dictating, instructing and requiring. The four functions of directive prohibitive speech acts that appear amount to 10 speech data with details of prohibiting 9 utterances and limiting 1 utterance. The five functions of directive speech acts of granting permissives that appear amount to 15 speech data with details of the acts of allowing 5 utterances, authorizing 3 utterances, allowing 4 utterances and forgiving 3 utterances.

The functions of directive speech acts of granting permissives that do not appear are acts of approving, conferring, proposing, letting, releasing and allowing. Finally, the function of directive advisory speech acts that appears is 11 utterances data with details of acts of advising 2 utterances, warning 5 utterances, suggesting 3 utterances and encouraging 1 utterance. The function of the directive speech act of advisory which does not appear is the act of counseling. While the directive speech acts of students that appear amounted to 33 data. Of the six forms of directive speech acts proposed by Ibrahim (1993) only three forms of directive speech acts appear, namely requests, questions and advisories with several functions in them. The following are the details, first, the function of directive speech acts of requestives that appear amounts to 8 speech data with details of the acts of asking for 7 utterances and begging. The functions that do not appear are pressing, inviting, praying, inviting and encouraging. Second, the function of directive speech act questions that appear amounts to 24 utterance data with details of the act of asking 23 utterances and asking 1 utterance. For functions that do not appear, namely the act of interrogating. Lastly, the function of directive speech acts of advisory that appears is 1 utterance with a warning function. For functions that do



not appear, namely the act of advising, counseling, proposing, suggesting and encouraging. Presentation of research results can be seen in the following description.

#### **4.1 Forms and Functions of Teacher Directive Speech Acts**

##### *4.1.1 Requestives*

A directive speech act with a request function is an action that shows in uttering an utterance, in this case the speaker begs the requester to act according to the action. The speaker expresses a wish, namely a request with the intention that the said partner performs the speaker's desired action.

Teacher: Alaya, **please remind friends in the group to do a quiz later.**

Student: Yes Miss.

The speech takes place when the speaker (teacher) has finished explaining the learning material and continues with the quiz. The interlocutor (student) is asked to take a quiz. Then the teacher asked the class leader to remind other students to take the quiz. The speaker intends to ask the interlocutor to remind other students to take the quiz. The utterance is included in the form of a request directive speech act with the function of asking. The function of asking is found in speech **remind friends in the group to do a quiz later.** The speech, **remind friends in the group to do a quiz later**, what the speaker says is meant to ask the other person for help to remind other friends. Then, the interlocutor responds by answering "Yes Miss". With these utterances the speaker expresses a wish, namely a request with the intention that the interlocutor performs the speaker's desired action.

##### *4.1.2 Question*

Ibrahim (1993) states that a question is a request in a special case, specifically in the sense that what is requested is that the speech partner gives the speaker certain information. The function of the directive speech act of the question (question) is the speaker's action to express the desire and intent or purpose that the preposition is true or not true. The following is an example of the teacher's directive speech act function of questions that arise during online teaching and learning interactions at SMP Ignatius Global School Palembang.

Teacher: So if the Panji Poem means the intention is to tell the situation in the palace, about the stories that exist in the palace. **So far, do you understand the types of poetry?**

Student : Understand Miss

The speech takes place when the speaker (teacher) explains the learning material and asks the interlocutor (student) about the material being discussed. The utterance is included in the form of a question directive speech act with the function of asking. The function of asking is found in the speech delivered by the speaker, namely **So far, do you understand the types of poetry?**. The purpose of the utterance is to find out whether the interlocutor understands the material explained by the speaker. The interlocutor responds with the answer "Understand Miss" which provides information to the speaker that the interlocutor has understood the material he is studying.

##### *4.1.3 Requirements*

In requesting, the speaker expresses his intention so that the speech partner responds to the wishes expressed by the speaker as a reason to act while requests, the intention expressed by the speaker is that the speech partner responds to the speaker's speech as a reason to act, thus the speaker's speech is used as full reason to act. The following is an example of the function of teacher directive speech acts that appear during online teaching and learning interactions at SMP Ignatius Global School Palembang.

Teacher: Next, here are two examples of poetry. **Try to pay attention to reading the poem first, then decide which poetry is new and which is old poetry!** Miss, I want to ask, Em. Who is it. Miss want to ask Weren? Hello Weren? What is the poem for the one in the green box? Old or new poetry?

Student : Old.

The speech takes place when the speaker (teacher) is explaining the learning material and the interlocutor (student) is asked to determine a new poem and an old poem from the example given by the speaker. The utterance is included in the form of a command directive speech act with the function of

commanding. The function of commanding is the utterance conveyed by the speaker, namely ***Try to pay attention to reading the poem first, then decide which poetry is new and which is old poetry!***

The purpose of the utterance is that the speaker orders the interlocutor to pay attention to the examples of poetry given by the speaker and distinguish between new poetry and old poetry. The utterance is a form of expression of the speaker in the learning process so that the interlocutor can respond to the wishes expressed by the speaker as a form of reason for action. From this speech the interlocutor acts by responding with "Old" speech. From the response of the interlocutor, the speaker gets the attitude according to his wish, namely in the form of an answer from the interlocutor.

#### 4.1.4 Prohibitives

Ibrahim (1993) states that prohibitions are included in the form of prohibitive directives, which means prohibitions, namely orders/orders so that the said partner does not do something. Directive speech acts with the function of prohibitions are basically speech acts that are spoken with the intention that the interlocutor does not do something. The following is an example of the function of teacher directive speech acts which appear during online teaching and learning interactions at SMP Ignatius Global School Palembang.

Student: Maybe because I read that.

Student: Yes Miss, the reading tone is Miss.

Teacher: Why? Yes, **don't make it up.**

If you read the poem later, then you will learn a new poem in the eighth grade, okay?

The speech takes place when the speaker (teacher) explains the learning material about poetry to the interlocutor (student). The utterance is included in the form of a prohibitive directive speech act with a prohibition function. The prohibition function is found in the utterances conveyed by speakers, namely ***don't make it up***. The intent of the utterance is that the speaker forbids by ordering the interlocutor not to read the poem in an exaggerated tone. The speaker uses the utterance "Don't" in the utterance as a form of prohibiting the interlocutor from doing the prohibition.

#### 4.1.5 Permissives

Permissives express the speaker's beliefs and intentions of the speaker so that the interlocutor believes that the speaker's speech contains sufficient reasons for the hearer to feel free to take certain actions. The following is an example of the directive speech act function of giving teacher permissions that appears during online teaching and learning interactions at SMP Ignatius Global School Palembang.

Student: My internet is rather bad Miss, then it's rather noisy outside. So, can I turn off the camera or not?

Teacher : **Yes, you can.**

Student : Thank you Miss.

The speech takes place when the speaker (teacher) gives permission to the interlocutor (student) who asks permission to turn off the camera during the lesson. The utterance is included in the form of a directive speech act of granting permission with the function of allowing. The function of allowing is found in the speech delivered by the speaker, namely ***Yes, you can***. The purpose of this utterance is that the speaker gives permission by allowing the interlocutor who asks permission to turn off the camera while the lesson is taking place on the grounds that the internet is not good. The speaker uses the utterance "may" in the utterance as a form of expressing the speaker's beliefs and intentions of the speaker so that the interlocutor believes that the speaker's utterance contains sufficient reasons for the interlocutor to take the action he wants.

#### 4.1.6 Advisories

In directive speech acts what advice the speaker expresses is not the wish that the interlocutor performs a certain action, but the belief that doing something is a good thing, that this action is in the interest of the interlocutor. The speaker also expresses the intention that the interlocutor takes belief about the speaker's speech as a reason to act (Ibrahim, 1992 in Prasetyo, R. I., 2018). The following is an example of the function of directive teacher advice speech acts that appear during online teaching and learning interactions at SMP Ignatius Global School Palembang.

Teacher: Oh, that's it. So there are also those who choose online, there are those who prefer to go offline so they can meet others too. Let's be motivated. It is okay. **But, the important thing is wherever you are, stay healthy. So, basically, stay healthy. Prokes are also maintained, don't forget to wash your hands and don't forget to wear a mask. Okay?**

The speech takes place when the speaker (teacher) just opens the class and asks about the hybrid learning that the interlocutor (student) is going through. The utterance is included in the form of a directive speech act of advice with a warning function. The warning function is found in the utterances conveyed by speakers, namely *But, the important thing is wherever you are, stay healthy. So, basically, stay healthy. Prokes are also maintained, don't forget to wash your hands and don't forget to wear a mask. Okay?*

The speaker uttered this speech with the intention of warning the interlocutor to maintain health during a pandemic and continue to implement health protocols by not forgetting to wash hands and wear a mask. The speech expressed by the speaker is not the wish that the interlocutor performs a certain action, but the belief that doing what the speaker warns is a good thing, that this action is in the interests of the interlocutor. In this case the speaker advises that both distance and face-to-face learning, the interlocutor must maintain health and apply health protocols.

#### **4.2 Forms and Functions of Student Directive Speech Acts**

##### *4.2.1 Requisites*

A directive speech act with a request function is an action that shows in uttering an utterance, in this case the speaker begs the requester to act according to the action. The speaker expresses a wish, namely a request with the intention that the said partner performs the speaker's desired action. The following is an example of the directive function of student requests that appear during online teaching and learning interactions at SMP Ignatius Global School Palembang.

Teacher: Does anyone know what poetry is in your opinion?

Student : **Permission to rejoin Miss, lags.**

Teacher : Oh, okay. Think about Albert's answer.

The speech takes place when the speaker (student) asks permission from the interlocutor (teacher) during the lesson. The utterance is included in the form of a request directive speech act with the function of asking. The function of asking is found in speech *Permission to rejoin Miss lags*. This speech serves to ask permission to the interlocutor to exit and re-enter zoom when the interlocutor is explaining learning material on the grounds that he is in error. The utterance "Permission" is used by the speaker to convey his request, namely asking permission from the interlocutor. With this utterance the speaker expresses a wish but not as a request with the intention that the interlocutor performs the speaker's desired action, but a request with the intention that the interlocutor gives permission to the speaker. The interlocutor accepts the speaker's request with the utterance "Oh, okay" which means the speaker is allowed to leave and re-enter the zoom when the interlocutor is explaining the learning material.

##### *4.2.2 Question*

Ibrahim (1993) states that the question is a request in a special case, specifically in the sense that what is requested is that the speech partner gives the speaker certain information. The following is an example of the directive speech act function of student questions that arise during online teaching and learning interactions at SMP Ignatius Global School Palembang.

Student : **Miss, the poem is a work, right Miss?**

Teacher: That's right, work. Correctly. Especially? I don't think the sentence is finished yet.

Student: Literary work.

Teacher: Yes, literature is right too. So all the answers are correct.

The speech takes place when the speaker (student) asks the interlocutor (teacher) during the lesson. The utterance is included in the form of a question directive speech act with the function of asking. The function of asking is found in the speech delivered by the speaker, namely *Miss, the poem is a work, right Miss?*. The function of the utterance is to ask the interlocutor and the speaker hopes that the interlocutor



knows the answer and provides certain information. The interlocutor responds to the question posed by answering "That's right, work. That's right" the purpose of the response from the interlocutor is that it is true what the speaker has asked the interlocutor. From this utterance, the speaker also understands and gets information from the interlocutor.

#### 4.2.3 *Advisories*

In directive speech acts what advice the speaker expresses is not the wish that the interlocutor performs a certain action, but the belief that doing something is a good thing, that this action is in the interest of the interlocutor. The following is an example of the directive function of student advice speech acts that appears during online teaching and learning interactions at SMP Ignatius Global School Palembang, namely the act of warning.

Student : **Miss, Miss voice is small.**

Teacher: Ah, there's always a voice report from little Miss Nidya when she enters 7H class. I wonder why? What now?

Student: **Too slow Miss speaking.**

Teacher: Now what?

Student: Already Miss, already big.

Teacher: OK, you're big.

The speech takes place when the speaker (student) feels that the voice that is issued by the interlocutor (teacher) when explaining the learning material is too small. The utterance is included in the form of a directive speech act of advice with a warning function. The warning function is found in the utterances conveyed by speakers, namely *Miss, Miss voice is small* and *Too slow Miss speaking*. This utterance is uttered by the speaker with the intention of warning the interlocutor if the sound produced sounds small and the speaker also conveys that the interlocutor is speaking too slowly so that the sound produced is not clear. The speech expressed by the speaker is the desire of the speaker that the interlocutor can take certain actions, namely justifying the sound that is issued. In this case the interlocutor regulates the sound that is issued by confirming it to the speaker until the sound that is issued is heard clearly again. The utterance "Already Miss, already big" states that the speaker can already hear the voice of the interlocutor clearly because the sound that is issued is already big.

## V. CONCLUSION

Based on the results of the analysis and discussion that has been done, the following conclusions can be drawn.

The forms of teacher directive speech acts in online teaching and learning interactions at SMP Ignatius Global School Palembang found in this study are six forms with several functions, namely:

1. Directive speech acts of requests with functions of asking, begging, pressing, praying, inviting and pushing.
2. Directive speech acts of questions with functions of asking, inquiring and interrogating.
3. Directive command speech acts with functions of commanding, wanting, regulating, demanding and directing.
4. The directive speech act of prohibition with the function of prohibiting and limiting.
5. Directive speech acts of granting permission with the functions of allowing, authorizing, permitting and forgiving.
6. Directive speech act of advice with the function of advising, warning, suggesting and encouraging.

The forms of student directive speech acts in online teaching and learning interactions at SMP Ignatius Global School Palembang found in this study are six forms with several functions, namely:

1. The directive speech act of request with the functions of asking and begging.
2. The directive speech act of questioning with the function of asking and asking.
3. The speech act of directive advice with a warning function.

### **Limitation**

This research is limited to the study of directive speech acts, so it requires studies of other speech acts from the same or different sources. In addition, this research was also carried out when the Covid 19 pandemic cases were fluctuating highly; the data could be different if the research was conducted after the Covid 19 cases had decreased and the teaching and learning process was no longer carried out online.

### **Suggestion**

Based on the results of the research that has been done, the researchers suggest to teachers especially readers, students and researchers. For teachers, the use of directive speech acts in both bold and offline teaching and learning interactions must continue to be utilized as much as possible. With the maximum utilization of directive speech acts, good teaching and learning interactions will be created. For students, the use of directive speech acts needs to be improved both in bold teaching and learning interactions, offline and interactions with the community. With the maximum utilization of directed speech acts, interactions that work well will be created. For researchers who want to research directed speech acts, they can continue by developing the object of study and the depth of study. So that it is expected to provide diverse contributions in pragmatic research.

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