



Pragmatic Study of High School Teacher Directive Speech Acts in Classroom Teaching and Learning Activities

Abd. Rahman Rahim
Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO

Article history:

Received Sep 17, 2022
Revised Sep 24, 2022
Accepted Oct 15, 2022

Keywords:

Speech Acts,
Directives,
Pragmatic Studies.

ABSTRACT

Teachers engage in speech acts that have certain qualities in order to develop effective communication with students by utilizing a variety of approaches and strategies of speaking, while also taking into consideration the context of formal or casual situations. This research was conducted at SMA Bonerate Makassar with the intention of elucidating the manner in which instructors use directive speech acts in the context of instructional and educational activities. This is an example of a qualitative research approach that utilizes the descriptive method. The findings indicated that the teacher's directive speech act is a structured and planned communication act between the teacher and students in both formal and informal settings, that the teacher's directive speech act determines the success or failure of the learning process in the classroom, and that the teacher's directive speech act will reflect the teacher's communication competence in carrying out their duty as an educator.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



Corresponding Author:

Abd. Rahman Rahim,
Universitas Muhammadiyah Makassar
Jalan Sultan Alauddin No.259, Gunung Sari, Rappocini, Gn. Sari, Rappocini, Kota Makassar
Email: : abdrahman@unismuh.ac.id

1. INTRODUCTION

Language is a tool of expression that cannot be separated from human life. A person can express everything he wants to say through language, ensuring that the other person understands the meaning of the statement conveyed by the speaker (Triyanto et al, 2019). The speaker will use language to express what he wants to say. Humans use language to communicate with each other, learn from each other, and express everything they want to say (Sari, 2014). Humans are never separated from the use of spoken language in the form of speech acts when talking and interacting with the public, therefore speech acts play an important role in communication (Wibowo, 2022).

Communication is a mechanism in which two or more people create or exchange information with one another where each turn has a deep meaning of mutual understanding (Liliwari, 2010). In the use of language, which is a communication tool, it is very crucial in the interaction of teaching and learning activities or teaching and learning activities which become a medium or communication intermediary where language as a communication tool is applied by students and teachers so that they can interact with each other through good communication activities and build teaching and learning relationships. operating in line with the expectations to be obtained (Noermanzah, 2019).

Therefore, the position of language in learning cannot be separated from the relationship or teaching and learning communication that cannot be carried out smoothly if there is no function or use of language (Rahardjo, 2007).

The use of Indonesian in the teaching and learning process is also a form of communication through the communication process which will cause a closing phenomenon and the speech act (Ramadina, 2016). Speech events, namely the mechanism of linguistic interaction in an expression or more that involves 2 parties as closing and the interlocutor with a subject of speech at certain times, places and conditions and not closing, namely individual indications that are psychological in nature and continuity is determined from the competence of the speaker's language to handle a condition (Dwijayanti & Mujianto, 2021).

Language is also used in pragmatics. Pragmatics is also referred to as linguistics which studies speech as a way of communicating by using the correct language in pronunciation so that what is conveyed can be understood by listeners (Yuniarti, 2014). For this reason, a comprehensive understanding is needed in a pragmatic approach, so as to create speech, implicatures, contexts, and presuppositions. Language and communication cannot be separated. In communicating there is a primary language, this will form a communication. Therefore, humans as social beings, can communicate as needed to continue their lives as social beings. Therefore, communication in good and correct language is needed (Sulistyo, 2013).

Pragmatics is a science of linguistics that discusses the relationship of language to context based on the explanation of the language. That is, it can be understood something spoken language that is processed through knowledge from outside, such as the meaning of a word or sentence, as well as its relationship with the context of the wearer (Hermita et al., 2014). In line with that, Verhaar also argues that pragmatics is a branch of linguistics that examines the structure in language that is used as a communication tool between speakers and speech partners, as well as being a reference for the extralingual language signs he discusses (Putra, 2020, p. 31).

Speech acts are psychological symptoms that occur on an individual level, and the speaker's capacity to communicate effectively in a variety of contexts is directly related to the degree to which the acts are maintained (Chaer & Agustina, 2004). According to what Searle said (quoted in Rohmadi 2013), speech acts can be broken down into three categories: locutionary speech acts (locutionary act), illocutionary speech acts, and perlocutionary speech acts. According to (Nadar, 2009), illocutionary speech acts can be broken down into five distinct categories: assertive speech acts, directive speech acts, commissive speech acts, expressive speech acts, and declarative speech acts. Having said that, the researcher's only attention in this study was directed toward examining directive speech acts. When it comes to teaching and learning interactions, the use of directive speech acts is a form of speech that is used to exert some sort of influence so that the speech partner takes particular actions. Searle (in Rahardi, 2005). (in Rahardi, 2005). The several sorts of directive speech acts can be used by the instructor to turn on learning interactions in the classroom. In the context of pedagogical exchanges, each variety of directive speech act carries with it significant connotations. Every use of language, but notably Indonesian in directive speech acts, naturally takes into account the context in which it is used in order to transmit the meaning that the instructor intends to communicate. The condition of the classroom atmosphere, on the other hand, is not conducive to making the learning situation less effective. This is something that can be seen when looking at the learning situation related to the object of the research.

Why this research is important and needs to be done because the purpose of getting a more detailed description regarding the nature of speech acts in social interaction, especially in the educational institution of SMA Bonerate Makassar, which involves speakers through many dimensions that distinguish one from another, especially education dimensions that have an impact on acts speech and the speaker's speech related

to the effort in discussing its essence. This research is anticipated to contribute to the study and evaluation of the fundamental issue, namely the form and use of directed speech actions in teaching and learning activities in SMA Bonerate Makassar class XI. Regarding this issue, the purpose of this research is to describe the form and usage of directed speech actions in class XI SMA Bonerate Makassar teaching and learning activities. Then, it is envisaged that it can bring benefits in terms of developing knowledge and the contribution of language knowledge, as well as special pragmatic studies pertaining to directed speech acts in teaching and learning activities at SMA Bonerate Makassar class XI. Then researchers may also be able to motivate and offer advice.

2. RESEARCH METHOD

This study employs a qualitative, descriptive methodology. To establish a clear, objective, methodical, and exhaustive image of the facts obtained from the teacher's directive speech act, qualitative study was undertaken (Sugiyono, 2011). In contrast, the researcher employed a descriptive approach to present an overview of a concept pertinent to the research topic, namely teacher directed speech. The research data used is teacher speech from teaching and learning activities in class XI SMA in the form of directive speech. Bonerate Makassar.

The technique of determining the data source is determined by purposive sampling technique. Primary data is in the form of speech and its context about directive speech acts orally and directly and naturally. Specifically, primary data was taken and classified based on directive speech which includes, (1) directive speech form, (2) speech marker, (3) context marker, (4) pragmatic power implicature, and (5) directive speech type. Data analysis techniques start from listening, understanding, organizing, categorizing, connecting between categories, and interpreting data based on the context.

3. RESULTS AND DISCUSSIONS

The role of context in analyzing the use of language greatly determines the meaning intended by the speaker to his interlocutor. This meaning or purpose is a field of pragmatic study that is very dependent on the context, namely who the speaker is, to whom the speaker is speaking, how is the relationship between the speaker and the speech partner, what is the motive for speaking, in what context the speaker is speaking, what purpose, and where the speech is. it happened. For example a teacher might say.

(1.a) Help you up front!

This utterance is clearly interpreted as an imperative form, but the teacher can also say:

(1.b) Anton, you better not sit behind that, right?

Although this utterance does not have an imperative syntactic structure, utterance (1.b) has a clear function, namely the teacher asks students to change seats. The syntactic form needs to be distinguished from the function of speech acts, such as commands or invitations.

In the teaching and learning process in the classroom that involves teacher-student interaction, data is found about teachers in utilizing the potential of language in the form of directive speech acts as a communication tool. A teacher can speak briefly and directly in commanding students.

(2.a) Children, please do your homework in the summary book, page ten, okay?

Data (2.a) the directive speech marker is 'please do it' and the speech context marker is the speaker (teacher) ordering the speech partner (student) in a serious and tense atmosphere. The context of this situation involves the teacher's way of instructing students in a tense, unfriendly atmosphere and has an impact on unpleasant interactions. The purpose of data speech (2.a) is that the speaker (teacher) orders students to do the assignments in the summary book, the questions on page 10 of the textbook.

It was also found data on teacher speech in the context of a class situation that is less conducive and less comfortable for learning, because there is no harmonious communication between teacher-students in the classroom. The classroom situation is noisy, the teacher is provoked by emotions and gets angry with the students. Teacher hitting the table with a ruler.

(2.b) Children, Be quiet!

From the data (2.b) the form of the directive speech act is to order students to be quiet or calm. Students are also instructed to pay attention to the teacher's explanation, 'children, be quiet!', while the directive speech marker is the presence of intonation in the form of an exclamation mark (!). Meanwhile, the purpose of the directive utterance is 'to order' and the context marker is the relationship between the speaker (teacher) and the speech partner (student) in a less conducive atmosphere characterized by a crowded/crowded classroom atmosphere. It was also found that teacher speech data on the conditions of teacher-student interaction were less than ideal in the classroom. A student asked about the learning material, but the teacher did not have enough time to answer it.

It was also found that teacher speech data on the conditions of teacher-student interaction were less than ideal in the classroom. A student asked about the learning material, but the teacher did not have enough time to answer it.

(2.c) Student : Sir, please explain the difference between “Get” and “Have” in causative usage .

Teacher : Since the time is up, I will explain tomorrow. I will teach English in this class on Thursday. So, tomorrow we will discuss this question. OK..?

From the data (2.c) it is known that the form of the directive speech is a request ' I will explain tomorrow' , and the directive speech markup is ' I explain' and the purpose of the directive speech is to ask students to wait for an answer related to a question posed by one of the students. . Meanwhile, the context marker is that it occurs in the situation of the end of the learning activity. The situation that is less supportive is that the learning time has ended, while the answers to students' questions if given will require additional time or take a long time. Therefore, the teacher provides an alternative so that students wait for the next learning time.

Furthermore, to provide an overview of the findings in the field related to the directive speech acts of high school teachers in the classroom, it can be shown in table 1 as follows:

Table 1. Findings of the Form and Function of Directive Speech Acts in Classroom Teaching and Learning Activities at SMA Bonerate Makassar

No	Form Directive Speech Action/ Category and Type	Function
1	command , with type: (1) rule, (2) require, (3) warn, (4) rebuke, (5) forbid, (6) ordered, and (7) urge	(1) Interesting or show concern on topics learning (2) Define topicslearning (3) Specify topicslearning
2	Request , with the type : (1) plead, (2) wish, (3) ask, (4) appeal, and (5)invite	(1) Control amount conversation in class (2) Edit speech (3) Justify the answerstudent
3	Suggestion , with type: (1) advise, (2) recommend, (3) offer, (4) push, (5) welcome, and (6)recommend	(1) Summarizing topics learning (2) Check understandingstudent

The grouping is based on the degree of directiveness of speech acts. Starting from the lowest directive, namely directive speech acts whose choice of action is on the speech

partner (student) to the highest degree of directive, namely directive speech acts that no longer provide a choice for the speech partner to do something or not to do something.

The basis for grouping categories of directive speech acts refers to Kreidler's taxonomy of directive speech acts and considers: (1) the degree of similarity or almost the same level of speech intent, (2) the degree of choice or not for the speech partner to act or do something based on the speaker's wishes, and (3) the degree of continuity or indirectness of the speech intent.

3 CONCLUSION

According to the findings of the research, it was discovered that the instructor used three different types of directive speech acts during the course of teaching and learning activities. These included the form of command speech, which includes the types of directive speech acts commanding, requiring, warning, admonishing, forbidding, ordering, and urging; demand demands, which include the types of directive speech acts begging, asking, hoping, inviting, appealing, and encouraging; and suggestion utterances, which include the types of directive speech acts suggesting. The setting that arises when speaking in the classroom, with the instructor playing the role of someone who communicates information and the students playing the role of those who both receive and impart information.

REFERENCES

- [1] Chaer, A., & Agustina, L. (2004). *Sosiolinguistik: pengenalan awal*. Penerbit PT Rineka Cipta.
- [2] Dwijayanti, T. A., & Mujiyanto, G. (2021). Tindak Tutur Ilokusi Peserta Didik Dalam Pembelajaran Bahasa Indonesia Pada Smpn 1 Pujon. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 5(1), 62-83.
- [3] Hermita, L., Agustina, A., & Nasution, M. I. (2014). Tindak Tutur Direktif Pedagang Pakaian dalam Bahasa Mandailing di Pasar Ujung Gading Kabupaten Pasaman Barat. *Jurnal Bahasa dan Sastra*, 2(2), 62-73.
- [4] Liliwari, A. (2010). *Komunikasi serba ada serba makna*. Kencana.
- [5] Nadar. (2009). *Pragmatik dan penelitian pragmatik*. Yogyakarta: Graha Ilmu.
- [6] Noermanzah, N. (2019). Bahasa sebagai alat komunikasi, citra pikiran, dan kepribadian. In *Seminar Nasional Pendidikan Bahasa dan Sastra* (pp. 306-319).
- [7] Rahardi, K. (2005). *Pragmatik: Kesantunan Imperatif Bahasa Indonesia*. Yogyakarta: Gelora Aksara Pratama.
- [8] Rahardjo, M. (2007). Bahasa Sebagai Alat Komunikasi Publik dan Pembangunan Wacana. *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 2(1).
- [9] Ramadania, F. (2016). Pembentukan Karakter Siswa dengan Memanfaatkan Prinsip Kesantunan pada Tuturan Direktif di Lingkungan. *STILISTIKA: Jurnal Bahasa, Sastra, dan Pengajarannya*, 1(1).
- [10] Rohmadi, M. (2013). Tindak Tutur Persuasif dan Provokatif dalam Wacana Spanduk Kampanye Pilkada Jawa Tengah Tahun 2013.
- [11] Sari, I. R. (2014). Analisis Pragmatik Pelanggaran Tindak Tutur Guru Di SMA Lentera. *Pena: Jurnal Pendidikan Bahasa Dan Sastra*, 3(2).
- [12] Sugiyono, P. (2011). *Metodologi penelitian kuantitatif kualitatif dan R&D*. Alfabeta, Bandung.
- [13] Sulistyono, E. T. (2013). *Pragmatik suatu kajian awal*.
- [14] Triyanto, T., Fauziyah, F. A., & Hadi, M. T. (2019). Bahasa sebagai pendidikan budaya dan karakter bangsa. *Jurnal Salaka: Jurnal Bahasa, Sastra, dan Budaya Indonesia*, 1(1).
- [15] Wibowo, W. (2022). *Konsep Tindak Tutur Komunikasi*. Bumi Aksara.
- [16] Yuniarti, N. (2014). Implikatur percakapan dalam percakapan humor. *Jurnal Pendidikan Bahasa*, 3(2), 225-240.