

Directive Speech Act and Types of Teacher Talk In English Class at SMK Muhammadiyah Belitung Timur

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Abstract. This study aims to describe the directive speech act used by the teachers' and students and the types of teacher talk in English class. This study was designed using a descriptive qualitative method. The participants of this study were tenth-grade students and an English teacher at SMK Muhammadiyah Belitung Timur. The data were the directive speech acts utterances used by the teacher and students which were collected through observation, documentation, audio recording, and taking notes. The result of this study showed that the directive speech act is mostly used by the teacher in the teaching-learning process were 42 command types, 18 request types, 20 suggestion types, and 15 warning types. This study also showed that the teacher talk type categories in the teacher's directive speech act were ordering, questioning, asking, advising, and inviting.

Keywords: Directive, Speech Act, Teaching-Learning, Teacher Talk

INTRODUCTION

The success of the classroom teaching and learning process is determined by the language used by a teacher to interact with students in classroom interaction. As stated by Celce-Murcia cited in Basra and Thoyyibah (2017, p.73), "the language used is applied in the classroom to affect students". The use of language determines how teachers and students can interact with each other. Communication between teachers and students is a way to share ideas, opinions, or information. A Teacher should have enough language skills to deliver knowledge to their students.

Teaching and learning are methods of knowledge transfer. Giving a lesson, passing on knowledge, or passing on a skill are all examples of teaching. Brown (2000, p. 7) defines "teaching as guiding, enabling the learner to learn and creating the conditions for learning". Learning describes as the process of acquiring new skills, talents, and attitudes. According to Hamalik (2006, p.21), "learning is a modification by behavior through experience, a form of growth and change individual which is stated by a new behavior as the result of experience and practice". When teaching is designed to achieve a specific learning objective, the use of language might be successful.

Teachers and students can interact with each other and allow them to collaborate, work together, construct knowledge, and create information. Interaction in the classroom activity could take the form of teacher talk and student talk. Teacher talk is defined by Richard (1992, p. 471) as a "variety of language used by the teacher in the teaching and learning process". The classroom is where foreign language learners have commonly been exposed to the target language. English teacher talk involves many aspects such as giving an explanation, instruction, assessment, and question. The teaching and learning process teacher talk is dominantly used by the teacher. The teacher will use their talk in the classroom in any activities and assignments that they design for students.

In classroom interaction, both teacher and students produce a speech. In delivering a speech, the teacher as a speaker not only uses semantic meaning but also pragmatic meaning. Pragmatic meaning can be seen from the

function not just to convey language through words, but also followed by action behavior. Yule (1996) stated that “pragmatic is the study of meaning it is delivered by the speaker and interpreted by the hearer”. The speaker proposes a meaning, and the hearer takes the right intention. Griffiths (2006, p.1) explained that the use of meaningful communication is the focus of pragmatics. Pragmatic deals with the utterance, specific events, intentional acts of the speaker at times and places. In Peccei, (1992, p.2) “pragmatics is a study that concentrates on the aspect of meaning that can’t be predicted alone”. Also, Griffiths, (2006, p.21) stated that “pragmatic is how we interpret utterances and interpretable utterances”.

Language is used to carry out teaching and learning, which is known as the classroom speech act. The language used includes speech act by the teacher and students. Searle (1969) states the speech act is a basic of communication. The speech act is particularly important in guiding communication, especially in the teaching and learning process. According to Searle (1969), that speech acts are classified into five types: representative, directive, commissive, declaration, and expressive. Also, Yule (1996, pp.52-53) classifies five types of speech acts: declaration, representational, expressive, directive, and commissive. In the classroom, speech act involves many utterances and intentions. According to Austin (1962), “a speech act is committed by the speaker while delivering an utterance”. The locutionary act, illocutionary act, and perlocutionary act are the 3 components of speech act. The quality of classroom speech act is determined by verbal communication. This is useful information for teachers because it informs them of the typical teaching behavior that they use the most when dealing with students.

One of many speech situations employs the role of speech act during classroom interaction. Concerning with classroom speech act, it maintains that the directive speech act is frequently used in classroom teaching and learning. The directive speech act is the most common form of speech act used by the teacher. As states by Yule (1996, p. 53), “the directive speech act is divided into four types: command or order, request, suggestion, and warning”. The teacher used to make students do something. Levinson (1986, p.240) stated “the directive speech act attempt by the speaker to get the addressee and carry out an action”. Besides, Peccei (1999, p.51) describes that “directive speech act is a speaker direct hearer to perform a future act”. Through the directive speech act, a teacher can perform directive speech acts such; request, question, prohibition, and advice.

There are some previous studies related to the directive speech act used by the teacher and students in the teaching and learning process. Santosa and Kurnia (2020) found that the assertive speech act was mostly used by the teacher in speech act analysis of teacher talk in the EFL classroom. In the assertive speech act, a teacher gives the students test practice and discussed it later on. Andewi and Waziana (2019) found out that directive speech was mostly produced by the teacher than the other speech act. They found; 112 directive speech act, 33 representative speech act, 6 expressive speech act, and 5 commissives speech act. Putri (2019) found that there were five types of speech act spoken by the teacher in the teaching-learning process they were command or order, request, suggestion, invitation, and warning which consisted of 24 command utterances, 8 requests, 5 suggestion, 15 warning, and 1 inviting.

A previous study about teacher’s directive speech acts was conducted by Romadani, Agustina, and Manaf (2019). They found out the uses of teacher’s speech act strategies in classroom learning were as follows: speaking frankly without any further, speaking frankly with positive politeness pleasantries, speaking frankly with negative politeness pleasantries, speaking vague and speak in the heart. Wahyuni (2019) found the translation lecturers in the seventh semester in IAIN Surakarta used five types of directive speech act, command, suggestion, warning, and inviting. The students used two types of student responses namely preferred and dispreferred.

The next previous study was conducted by Fitriani and Prihadi (2019). They found the type of directive speech acts used by the teacher were command, request, and giving type. The intention of the teacher’s directive speech act covered ordering, instructing, inviting, expecting, asking, and encouraging. Strategies for using directive speech act employed direct strategy and indirect strategy. Implementation of the teacher’s directive speech act was based on the context of the discourse of classroom interaction. Mafaza, Rustono, and Awalya (2018) found the types of teacher’s directive speech act at SDN 05 Kebondalem; they were requests, questions, requirements, prohibitive, permissive, and advisories. Praseyto and Mulyani (2018) found that teacher-directive speech acts can bring predictable and unpredictable interactivity and create a new context. Teacher’s directive speech act can show the ability to master the subject matter, the ability to deliver subject matter, and the ability to interact. Swandewi, Ramendra, and Juniarta (2018) found out there are four kinds of speech act found during the teaching-learning process. The most frequently used speech was the directive speech act. The Pedagogical function served by the speech act is divided into four modes. Basra and Thoyyibah (2017) conducted a study about the speech act in the EFL classroom. They found directive speech act makes implications for the improvement of the students’ productive skills. This study concluded that the choice of speech acts classification determines the teaching approach and vice versa.

Several previous studies above focused on the speech act and directive speech act and other previous studies focusing directive speech act in teacher talk. Most data utterances about the directive speech act were only produced by the teachers. However, the main focus of this research is to investigate the teacher's and student's directive speech act as an object during the teaching and learning process. Similar to the previous study, this study also investigated teacher talk but focusing on the teacher's directive utterances. Besides, the focus and the object were taken in this research is different.

This study is important because there are many utterances in classroom speech act that can be produced by the teacher and students, but usually, directive speech act mostly produced in the classroom during the teaching and learning process. In the classroom, speech act occurs naturally during the teaching and learning process. The existence of speech acts especially directive acts is crucial. The teacher in the classroom, also determines the speech act to accomplish their purpose in the teaching-learning process. The use of directive speech act in the teaching and learning process may have a result on certain impacts. The directive speech act in the classroom is very useful because it is used for the teacher to manage and control students' behavior. The teacher's directive speech act also can be a good model to learn and know the pragmatic concept in the classroom.

SMK Muhammadiyah Belitung Timur as the setting of this research is the newest vocational high school in Belitung Timur but they only have one English teacher and he is a great professional educator. In SMK Muhammadiyah Belitung only has two program class they are Pharmacy and Tata Boga. The material given between the Pharmacy class and the Tata Boga class is not quite different. This research was conducted in SMK Muhammadiyah Belitung Timur because the students have a good quality of English but still misunderstood teacher intentions. Besides, the way of teaching is different in each class. Thus, the teacher uses some utterances to interact in both English and Indonesian. The dominant utterances used by the teacher is a speech act. The student also has their utterances in communicating but the functions are quite different.

In this study, the researcher used a theory on how directive speech affects the teaching-learning process. The researcher was involved in the investigation of the directive speech act. The purpose of this study is to find the directive speech act utterances that are spoken and produced in classroom interaction. The researcher focused on and analyzed Directive Speech Act and Type of Teacher Talk in English Class at SMK Muhammadiyah Belitung Timur. The research questions being investigated include: (1) What are types of directive speech acts are used by teacher and students in English class at SMK Muhammadiyah Belitung Timur? (2) What are the types of teacher talk in teacher's directive speech act in English Class at SMK Muhammadiyah Belitung Timur?

In this study, there are some objectives, which are as follows: (1) To identify the types of directive speech act used by the teacher and students in English class at SMK Muhammadiyah Belitung Timur. (2) To describe the types of teacher talk in the teacher's directive speech act at SMK Muhammadiyah Belitung Timur.

METHOD

The descriptive qualitative approach was employed in this study. The qualitative method provides an extensive explanation for the phenomena through data collection. As stated by Creswell (2012) descriptive qualitative is used to explain social issues based on written explanation and to report the opinion in detail. Descriptive qualitative is relevant to the problem and focuses on the object of a study. Arikunto (2005, p.234) "defines descriptive qualitative is explains the research in terms of it". Therefore, qualitative research is used to describing the type of directive speech act found in the teaching and learning process.

An English teacher and the tenth-grade students are the participants in this study. The data are the utterances containing directive speech act used by the teacher and students. The data were collected through observation, documentation, and taking notes. The observation was done using audio and video recording. The video recording was transcribed and noted by some steps procedure; listening, transcribing, understanding, evaluated the correctness of the data, and choose the appropriate data. The data was evaluated following the stages given by Miles and Huberman (1994, p. 10). According to them, qualitative data analysis consists of three procedures: data reduction, data display, conclusion, and drawing/verification. The researcher employed the triangulation technique to ensure the data's trustworthiness. The researcher used the theory proposed by Yule (1996) to describe the types of directive speech act used by the teacher and students.

FINDINGS AND DISCUSSION

The Types of Directive Speech Act used by The Teacher and Students in English Class at SMK Muhammdiyah Belitung Timur

The teacher and students commonly produced the directive speech act when interacting in class. This study's definition of a directed speech act was followed Yule's theory of directive speech. Yule (1996, p.53) described four types of directive speech actions: command or order, request, suggestions, and warning.

The Directive Speech Act used by The Teacher.

Command or Order

Commanding is the type used by the teacher to make students do something. The command directive speech act is successful if the speaker has control over the activity between the speaker and the hearer. The research found 42 data on the command speech act. One type of command directive speech can be seen as follows:

Teacher: Okay now to understand about recount text, please open your book on page 45. (D.04)

The data shows the command type of teacher's directive speech act. The command type expressed by the teacher was a type of giving instruction. The teacher (speaker) wanted students to do something according to his instruction. In the teacher's utterance, the teacher asked students to open their textbooks.

Request

The request types of directive speech acts were also produced in teaching and learning in the classroom. The teacher's speech had a directive illocution in which the speaker asked the speech partner to act with what the speaker desired. In the request form, there were 16 data on the use of directive speech actions.

Teacher: There's a text on page 45. Dela, can you read the text? (D.06)

The data above show the type request in the directive speech act. The teacher utterance above is to request students to do certain actions that are read in the text. It means that the teacher needs the student to read the text from her textbook.

Suggestion

The results of the suggestion type revealed that there were 20 data types of directive speech act. The teacher expressed his thoughts about what a student did or should not do. The speaker needs the hearer to do something as suggested by the speaker. The following data is the one of suggestion type in the classroom:

Teacher: Rifki, I can't hear your voice. Better if you repeat and said it loudly. (D.09)

The suggestion type used by the teacher was giving advice. The teacher suggested to the students to repeat the text he read. The student as hearer follows the teacher's advice.

Warning

A warning kind of directive speech act is a warning act or condition being warned (Merriam-Webster Dictionary). The act of warning type is to inform someone of possible danger, problem, or other unpleasant situation. This type showed there are 15 data of warning type. An example of warning type of directive speech act is as follows:

Teacher: Everyone stops talking and reads the text. (D.17)

The teacher had finished explaining and discussing the materials and he needed students to understand again the text by re-reading but the class was too noisy. The teacher asked students to pay attention to the text and read calmly.

The Directive Speech Act used by The Students

Command or Order

Students' command and order type are different from the teacher's command types because students cannot control the class. 4 data showed the command type of student's directive speech act.

Students: Pak, tadi Pak Adly nyuruh ke kantor. (D.01)
(Sir, Mr. Adly wants to meet you at his office.)

In the middle of the teaching and learning process, one of the students said that the principal needed to meet him. The student asked the teacher to meet the principal as soon as possible because it is important.

Request

A request is an act of asking politely or formally for something. In the student's request type they should ask politely to their students to avoid misunderstanding. There were 10 data found of student's request type.

Student: Pak saya mau bertanya mengenai regular and irregular verb. (D.03)
(Sir, I want to ask about regular verb and irregular verbs.)

In the classroom conversation between teacher and students always happened during a class activity. Sometimes there was a misunderstanding from the students and they needed an explanation from the teacher.

Suggestion

A suggestion type is an act or process of calling up an idea or thought. The data of suggestion type used by the students are 7 types.

Student: Pak kami tidak mau pake kertas. Lebih baik pakai buku. (D.05)
(Sir, we don't want to use paperwork, it is better to use a book.)

The data above shows that students suggested their teacher use books other than paperwork. Sometimes they just used paperwork and it seems not comfortable. They needed to cover their book because they didn't want them to mess up their homework.

Warning

Warning type of directive speech act functions to inform someone of possible danger, problem, or other unpleasant situation. The data of warning types used by the teacher were 6 types.

Student: Jangan percaya pak, Hakim bohong dia nggak masuk kemarin. (D.07)
(Don't trust him sir, he is lying. He was absent last week.)

The data showed the situation when teachers checking student's attendance. The students found one of their friends lied to their teacher and warned their teacher.

The Type of Teacher Talk of Teacher's Directive Speech Act in English Class at SMK Muhammadiyah Belitung Timur

The teacher's utterances are dominated by the directive speech act. There were teacher talks in all 93 data of the teacher directive speech act. The type of teacher talk is based on the directive speech act produces by the teacher. Yule (1996) stated that the directive speech act is classified into four types they are command or order, request, suggestion, and warning. Those types of teacher's directive speech acts are including asking, questioning, ordering,

advising, and inviting. Those 93 data of directive speech act shows that the teacher talk types is when the teacher giving instruction, ask students to do something, ask students to answer a specific question, and order students to complete certain task or act. Also advising and requesting students.

Furthermore, teacher talk was employed in the classroom to communicate with students and obey the teacher's directions. The teacher provides opportunities for students to speak in the target language and manages classroom activities appropriately through teacher instructions. The five categories of teacher talk in the teacher's directed speech act are as follows.

Table 1. teacher talk in teacher's directive speech act

Teacher's utterances	Type of directive speech act	Teacher Talk type
What do you know about recount text?	Suggestion	Asking
I want all of you to bring a dictionary next meeting.	Command	Ordering
Tell me, Hakim. Mention one of a regular verb.	Command/Request	Questioning
Better if you pay attention to me. Okay.	Warning	Advising
Dela, can you please write your answer on the whiteboard?	Request	Inviting

There were 4 types of directive speech acts found while the teaching-learning process in English class at SMK Muhammadiyah Belitung. There were also five types of teacher talk in the teacher's directed speech. The types of directive speech acts are command or order, request, suggestion, warning, and asking, ordering, questioning, advising, and inviting.

From the data, it was known that the directive speech act was dominantly used by the teacher than students. The teacher utterances about directive speech act types are more frequently used since 90 utterances were the teacher's directive speech act. It means the teacher's directive speech act makes up overall utterances of total talk. A teacher's directive, the speech act was used to give instructions and ask students to do something.

The teacher instructed and explained the material correctly to make students understand what he said. After explaining the teachers need students to discuss and practice together. So, the utterances used the most were the command type of directive speech act. The utterance "I want you to make an example about recount text", is teacher instruction to make his students do something like making an example about recount text. The teacher also controlling the class by giving commands during teaching and learning interaction. In this case, the teacher's directive speech act contained in the teacher talk occurs when the teacher commands his students, gives instruction, provides learning material, confirms the lesson, and praises the students. Furthermore, the teacher's use of the term "speech act" applies to illocutionary acts.

According to the study results, directives have been the most dominant performed by the teacher. In contrast, Searle says in Mey (1994, p. 131) that "directive actions are used by the speaker to make the listeners do something". It is possible to conclude that the teacher continues to play the main role in the classroom. Furthermore, the teacher wanted to use speech activities as a way of carrying out behavior. When a speaker performs an act, it means that the teacher is attempting to order, request, suggest, or convey something (Yule, 1996, p. 83).

The most dominant o teacher talk in the teacher's directive speech act was asking and questioning. A question was not always a question, it was observed. The teacher used asking not often because he simply did not know the answer, but he did ask in many cases. The essence of asking in this situation was always attempting to obtain facts. Furthermore, it was observed that the teacher's attempt to verify his students' comprehension by posing questions had the additional benefit of allowing the students to be more involved in the teaching and learning processes. This will act as a motivator for students to speak up.

Various studies conducted show the types of directive speech act is one of the many speech acts that teachers use in their verbal interaction with students in class. Findings on teachers' use of directive acts were revealed by

many researchers one of them is Fitriani, Prihadi (2019) and Santosa, Kurniadi (2020). In Fitriani's and Prihadi's result is the variation in the use of directive speech act occupied by the teacher in teaching and learning interactions. While Santosa's and Kurniadi's results found that assertive speech act mostly used by the teacher in the classroom than directive speech act because the teacher had a lot of interaction with students especially giving test and discussed it together. The similarity between these two previous studies and this research is the focused on directive speech act as the object. The differences from the previous studies are the data source and the utterances found in the teaching and learning process.

This research analysis using the theory proposed by Yule. In Yule's theory about the directive speech act is explained that the type of directive speech act was command, order, suggestion, and warning. The research finding is related to the theory because the researcher wants to know what kind of teacher and students' speech act is mostly used in the teaching and learning process. Yule's theory is support in this research because all types of directive speech can be found in the classroom activity during the teaching and learning process.

CONCLUSION

Based on the data analysis and research finding, this study draws the following conclusion. The majority of first semester students of Muhammadiyah University of Surakarta in 2019 did not understand symbol phonetics before they took pronunciation and phonetics classes, many of the students liked the use of the Iqra' method for learning, students strongly agreed that the use of the Iqra' method could improve their English pronunciation, the majority of students will use the Iqra' method as a learning method after they become teachers later and students think that the Iqra' method is an effective method that students like and many of the students have succeeded in improving their English pronunciation. The results of this study are expected to provide insight especially to teachers and can be used as input to improve the quality of Pronunciation and Phonetics course.

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