

The Cultivation of Character Education Values in Teachers' Directive Speech Acts in the Indonesian Language Learning Process: A Pragmatics Study

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Abstract

The purpose of this study is to describe the types of directive speech acts employed by teachers and the character education values imparted during Class XII Indonesian language learning. The research methodology employed is qualitative research with descriptive methods. The research data encompass both primary and secondary sources. Primary data comprises direct observations, including listening, recording, and voice recording of teachers' speech during lessons. Secondary data, on the other hand, is gathered from books, e-books, and other literature sources to support the analysis of teachers' directive speech acts. The data are analyzed using the pragmatic commensurate method, where the teacher, as the speaker, delivers the speech. Data analysis involves basic techniques to identify the types of directive speech acts and character education values. The findings of this study reveal five types of directive speech acts: requests, questions, commands, prohibitions, and advice. Additionally, various character education values are identified, such as religious values, hard work, responsibility, discipline, curiosity, and independence. Teachers employ a range of directive speech acts in their Indonesian language teaching practices, integrating verbal reinforcement of character education values within these acts.

Keywords: Directive speech acts, character education, Indonesian language learning, , pragmatic commensurate method, values education, educational linguistics.

Introduction Section

Humans are social beings who are always involved in interactions with fellow humans throughout their lives. To communicate with others, humans need a tool or means. This tool or means functions to convey messages, express impressions, and articulate opinions. The term used to refer to this communication tool or means is language. Lutfiana (2021: 27) states that language is a tool for conveying thoughts, ideas, concepts, or feelings. The purpose of using language in communication is to transfer ideas, express opinions, provide information, and so on.

Language is a part of linguistic studies, commonly known as linguistics. Language is also a phenomenon that is always present in all human activities. Every community uses language for various purposes and interests. Chaer and Agustina (2010) state that language has a fundamental function as a tool for communication. Within the field of linguistics, there is a subfield that studies language in context, namely pragmatics. Pragmatics examines spoken language through speech acts, which are speech forms manifested in utterances. Pragmatics studies all aspects of human behavior related to symbols and symbols in the form of speech acts.

Speech events are communicative actions that occur in interactions between two or more people. In speech events, there are basic components involving the speaker or utterer with the interlocutor. Speech events are introduced by the study of pragmatics, which examines how the communication context influences the meaning of expressions within it. According to Fauzia et al. (2019: 34), uttering specific speech acts can be seen as performing actions (influencing, commanding), in addition to actually expressing or uttering the speech.

Speech events have important elements, one of which is speech acts. Speech acts are a form of action or behavior performed by someone in facing a specific situation through the use of language. According to Waljinah et al. (2019: 119), speech acts are utterances or something said by the speaker while performing a certain action with a specific meaning to obtain the expected response from the interlocutor. Speech acts have various types, including commissive, expressive, assertive, and directive speech acts.

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Directive speech acts are speech acts aimed at getting the interlocutor to perform an action according to the speaker's wishes. Directive speech acts are a type of linguistic action that requires thorough and deep thought in context so that the listener can respond effectively as desired by the speaker. Oktapiantama and Utomo (2021: 77) state that directive speech acts are a form of speech or action addressed to the interlocutor by expressing the speaker's intention or desire so that the speech or utterance expressed becomes a reason for the interlocutor to act. Similarly, Maiza (2021: 15) explains that directive speech acts are considered one of the speech acts that express the speaker's intention or desire for the interlocutor to do something desired. Ibrahim divides directive speech acts into 6 types: requestive directive speech acts, declarative directive speech acts, imperative directive speech acts, prohibitive directive speech acts, permissive directive speech acts, and advisory directive speech acts (Mawardiani et al., 2022: 1030).

During the teaching and learning process, verbal communication between teachers and students is a common activity in the classroom. Teachers, as educators, strive to use appropriate language to facilitate effective teaching and learning processes. Teachers rely more on oral conversations as the main means of conveying ideas to students. Therefore, the teacher's speech to students has a significant impact, especially in instilling character education in students. According to Adawiyah (2018: 3), language plays a central role in the intellectual, social, emotional development of students and is the key to success in learning all fields of study, so teachers should use good and correct spoken language.

Education focuses not only on the intelligence of children but also plays a role in developing politeness, morality, and can encourage the formation of children's character values. Kamaniddin in (Sholekah, 2020: 2) states that character education is a conscious and planned effort through the learning environment to develop the entire potential of humans who have good personality traits, morals, and have a positive constitutive effect on nature and society. Character education has a significant role in shaping the behavior and thinking of students, starting from the moral values and manners taught by teachers as educators. Therefore, teachers must have values and beliefs that underlie the essence and purpose of education.

In shaping students' character, an educator needs to provide appropriate guidance. This approach aims to make students aware of the importance of the potential they have and realize that truth is not absolute. The teacher's task is to make students aware of the true truth and help them realize that what they consider right may be wrong. Therefore, through directive speech acts, teachers can channel their ideas so that students are ingrained with character education values. According to Muchtar & Suryani (2019: 52-53), character education is an educational system by instilling values in accordance with the nation's culture with components of knowledge and feelings, and actions, both towards God Almighty (YME) and for oneself, society, and the nation. Through programs initiated by the Indonesian government through the Ministry of Education since 2010, character education in schools has become one step to shape better individuals among students.

Relevant research to this study includes Fauzia et al (2019), Afriani et al (2016), Qomariyah (2017), Putri et al (2019), Sidiq and Manaf (2020), Oktapiantama et al (2021), Islamiati et al (2020), Waljinah et al (2019), Nifmaskossu, et al (2019), Sari et al (2022), Herwani (2022), Suryatin (2018).

Based on the provided background, this study aims to explore the character education values embedded within the directive speech acts of teachers during Indonesian language learning in high school. What sets this study apart from previous research is its focus on identifying and analyzing the presence of character education values within directive speech acts.

Method

This research adopts a qualitative descriptive approach, which is a research method aimed at obtaining a profound and thorough understanding of the gathered data. This methodology emphasizes comprehending the context, interpreting meanings, and uncovering the intricacies of situations or events. The qualitative approach yields descriptive data involving the analysis of spoken text, narratives, or other data forms that do not rely on numerical or statistical data. According to Bogdan and Taylor (as cited in Moleong, 2013), the qualitative approach is a research procedure that elicits descriptive data in the form of written or spoken words from individuals and observable behaviors.

The research gathers data through two main sources: primary data and secondary data. Primary data results from direct observation, involving listening, note-taking, and recording of the teacher's speech during the learning process. Secondary data, on the other hand, is sourced from books, e-books, and other literary materials to provide additional support related to the teacher's directive speech. To collect primary data, the research utilizes the SBLC technique (Simak, Bebas, Libat, Cakap), as outlined by Sudaryanto (2015: 203). This technique involves the researcher not directly participating in the dialogue, discourse, or conversation but instead observing with keen interest and responsibility.

The data analysis technique in this research uses the matching method. According to Sudaryanto (2015), the matching method is a language analysis method where the determining tool is outside, separate, and not part of the language. The matching method used is in pragmatics, where the teacher as the speaker is the object providing the speech. The basic technique is then used to determine the types of directive speech acts and character education values. The collected data are then described and analyzed according to the types and values of character education in the speech.

Findings and Discussion

Directive speech acts encompass actions expressed by speakers to prompt their speech partners to undertake specific actions. According to Ibrahim, these acts typically manifest in the form of requests, questions, orders, prohibitions, permissions, and advice (Mardiani et al., 2022: 1030). Within the discourse articulated by teachers, educational character values can be discerned through directive speech. As outlined in Presidential Regulation number 87 of 2017, there are 18 character education values encapsulated within it.

Tabel 1. Character Education Values Based on Presidential Regulation number 87 of 2017

No.	The Value of Character Education	Information
1.	Religious : Values that are related to aspects of religious life, have a sacred character, and function as guidelines for individual actions in their religious beliefs.	The value of character education has been analyzed and reduced in the teacher's directive speech, researchers found 6 of the 18 character education values that became a reference, such as. Religious values are 3 data, hard work is 2 data, responsibility is 1 data, discipline is 1 data, curiosity is 1 data, and independence is 1 data.
2.	Honesty: human actions that originate from efforts to build a reputation as an individual who can be relied upon in words, works and deeds, whether for personal interests or those of others.	
3.	Tolerance: an enthusiastic attitude in appreciating, respecting and accepting diversity in beliefs, views or beliefs between individuals or groups.	
4.	Discipline: an attitude of obedience and loyalty to the principles that are believed to be one's obligations.	
5.	Working hard: an action that shows high dedication in facing various challenges to complete tasks (school/work) as optimally as possible.	
6.	Creative: Using thoughts and actions to generate new ideas or concepts from those we have	
7.	Independent: a form of action that does not depend too much on other individuals when carrying out a task and is willing to do it alone.	
8.	Democratic: the way a person thinks, acts and behaves by considering the rights and responsibilities of individuals and other people.	
9.	Curiosity: Attitudes or steps aimed at gaining a deeper and more comprehensive understanding of the material being studied.	
10.	Love of country: Thinking, behaving, and acting in a way that shows deep commitment and concern for one's country.	
11.	National spirit: Thinking, acting and having insight that prioritizes the interests of the state and nation rather than personal or group interests.	
12.	Rewarding achievements: Actions that encourage someone to create something that is useful for others.	
13.	Love of peace: An attitude that makes other people feel happy with their presence.	
14.	Communicative: Behavior that indicates pleasure in interacting, socializing, and collaborating with other individuals.	
15.	Likes to read: Spending time reading various types of reading material that is useful for him is a routine that has become a habit	
16.	Social care: Actions that want to give assistance to people in need	
17.	Responsibility: A person's attitude towards carrying out his obligations.	
18.	Care for the environment: Attitudes and actions that always try to prevent damage to the surrounding environment	

The following is an explanation of the types of character education values contained in teachers' directive speech acts, including:

Directive Speech Acts Requirements

Directive requirement speech acts are one type of speech act in pragmatics studies which are used to give instructions or commands to the speech partner to carry out a desired action. The directive speech act of a command is speech intended to instruct the interlocutor to do something (Prayitno, 2017). The following is the data that has been found.

Data 1

Konteks: The teacher as an educator orders all his students not to be busy because there is the sound of the midday call to prayer

Siswa : “(Suara ramai siswa saat mengerjakan soal)”
Guru : “*Hentikan suara gaduh kalian, itu ada adzan dzuhur!*”
Siswa : “Baik, pak”

The data above includes the type of directive speech act, specifically a command. The teacher instructs the students to stop talking when the call to prayer is heard. The command speech is marked by the word "stop" and is followed by the statement "stop making noise, it's the call to Dhuhr prayer." This speech act contains values of character education, namely religious values.

Religious values are attitudes and actions that demonstrate obedience in upholding the principles of one's religion or beliefs. This also includes an attitude of tolerance towards the practice of worship or beliefs of other religions, as well as maintaining harmonious relationships with those who have different beliefs. The teachings of Islam instruct its followers to pause momentarily from their activities when the call to prayer is heard. Educators indirectly teach students to practice the values of their religion and beliefs in their daily activities.

Data 2

Konteks : At the beginning of the lesson, the teacher instructed all students to submit their homework. However, there was one student who did not complete the assignment.

Guru : “Kenapa mas tidak dikerjakan PR-nya”
Siswa : “Maaf pak lupa”
Guru : “*Cepat kerjakan dibangku paling belakang, kalau sudah selesai bawa ke kantor menemui saya*”
Siswa : “Baik, pak”

The data above includes the type of directive speech, specifically a command. The teacher instructs a student who has not completed their homework to do it at the back. The command speech is marked by the word "cepat" (quick) and is followed by the sentence "kerjakan dibangku paling belakang, kalau sudah selesai bawa ke kantor menemui saya" (do it at the back, and when it's done, bring it to the office to meet me). In this statement, the teacher aims to instill discipline in the student.

The value of educational discipline refers to the formation of attitudes and behaviors in individuals characterized by adherence to rules and order. Character education aims to shape the character of students in the formation of commitments they undertake. The teacher instructs the student to do it at the back so that the student becomes aware of their mistake and can be more disciplined in the future.

Directive Speech Acts Questions

Directive speech act of questioning is a type of utterance used to request information or provide instructions in the form of questions to the interlocutor. This type of utterance uses interrogative sentences with the speaker's goal of obtaining information regarding the questions posed. Questions (pertanyaan) are requests (permohonan) in specific cases, where the requested information is that the interlocutor provides specific information to the speaker (Yule, 2006: 93). Here is the data that has been found.

Data 1

Konteks: Before starting the lesson, the teacher inquired about the linguistic elements present in the news text.

Guru : “*Apakah kalian ingat apa itu faktual dan aktual*”
Siswa : “(Diam)”

Guru : “Kok pada diam, coba Mbak Yunia bisa menjawab”

The above data includes directive speech in the form of questions. The teacher poses questions about last week's material as a trigger for the learning material that will be taught today. The questioning speech is marked by the word "apakah" (is/are) and followed by the sentence "kalian ingat apa itu faktual dan aktual" (do you remember what is factual and actual). In that sentence, there is an educational value of curiosity instilled by the teacher.

The educational value of curiosity is an individual's desire to explore the knowledge they acquire. This is an intrinsic motivation for individuals to seek new knowledge, answering questions about what is being asked. In the statement "Kok pada diam, coba Mbak Yunia bisa menjawab" (Why is everyone silent, can Sister Yunia try to answer), the teacher points to one student to answer because if not pointed out, the students may remain passive. The teacher points to a student named Yunia to answer the question. It turns out that in reality, many students still do not understand the material.

Data 2

Konteks: After the lesson is about to conclude, the teacher poses questions to the students regarding the conclusions drawn from the material discussed today.

Guru : “*Siapa yang bisa menyimpulkan pembelajaran hari ini mengenai teks berita anak-anak?*”
Siswa : “Serentak siswa menyimpulkan bersama-sama”

The above data includes directive speech acts in the form of questions. The teacher poses questions regarding the summary of the material taught today at the end of the lesson. The questioning speech is marked by the word "who" and followed by the sentence "who can summarize today's learning about children's news texts." In this sentence, there is an educational value of hard work instilled by the teacher.

The educational value of hard work is to appreciate and encourage dedicated effort in achieving educational goals. Hard work is a quality required in learning and self-development. From the speech above, students work hard together in answering the teacher's questions to summarize the material in today's lesson. Students are expected to be able to work hard in finding answers without assistance from the teacher.

Directive Speech Acts Prohibitive

Directive speech act of prohibition is a type of speech act used by a speaker to forbid the interlocutor from performing a certain action. The speaker expresses their speech in such a way that the interlocutor refrains from doing what the speaker wishes to prohibit. Sofyan et al., (2019: 14) state that this speech act involves the speaker expressing the belief that what is said constitutes a strong reason for the interlocutor not to perform a certain action. The following is the data that has been found:

Data 1

Konteks: During the Indonesian language learning session, two students were seen throwing trash at each other. The teacher observed this and immediately reprimanded the two students.

Guru : “*Jangan lakukan itu! Buang sampah yang benar. Sudah diingatkan beberapa kali kalian harus menjaga kebersihan kelas karena keberhasilan itu sebagian dari apa anak-anak?*”
Siswa : “(Serentak menjawab) iman, pak”

The data above includes the type of directive speech of prohibition. The teacher prohibits the actions of two students who litter and instructs them to dispose of trash properly. Prohibitive speech is marked by the word "don't." Within the speech, there is a continuation of the sentence expressing the value of character education, namely religious values.

"You have been reminded several times that you must maintain the cleanliness of the classroom because success is partly what children do." The speech contains religious character education values as maintaining cleanliness is part of faith. This is in line with a hadith narrated by Muslim that states "*annadhofatu minal imaan.*"

Directive Speech Acts Requisites

Directive speech act of request is a type of speech act in which the speaker makes a request or solicitation to the interlocutor with the aim of having the interlocutor perform the action requested by the speaker. Requisite" (request) encompasses asking, pleading, commanding, urging, inviting, and prompting (Yuliati, et al., 2019: 130). The following is data regarding directive speech acts of request.

Data 1

Konteks: When starting the learning session with a prayer, many children were still lively and did not sit in an orderly manner on their respective seats.

Guru : “Sebelum kita memulai pembelajaran hari ini, kita berdoa terlebih dahulu ya. *Bapak minta kalian duduk dengan rapi dan jangan ramai*, Mas Dzul bisa dipimpin do’a”

Siswa : “Baik, pak. Ditempat duduk berdoa mulai (berdoa bersama)

The data above includes the type of directive speech act, specifically a request. The teacher asks the students to sit neatly and not be noisy during the prayer before the lesson begins. The request speech act is marked by the word "minta" (ask) and is followed by the sentence "duduk dengan rapi dan jangan ramai" (sit neatly and don't be noisy) as an explanatory sentence for that request.

The data also contains values of character education, namely religious values, as indicated by the sentence "Sebelum kita memulai pembelajaran hari ini, kita berdoa terlebih dahulu ya" (Before we start today's lesson, let's pray first). The teacher asks the students to pray together so that the learning process goes smoothly. This is intended to encourage students to cultivate manners and ethics during prayer.

Data 2

Konteks: During the learning process, the teacher asks students to write down the answers on the board that they have previously worked on. However, many students are hesitant to come forward.

Guru : “Mari anak-anak kalau sudah selesai, bapak *mohon untuk menuliskan jawaban yang sudah anda kerjakan*”

Siswa : “Kalau salah bagaimana pak?”

Guru : “Kalian sudah berani maju saja sudah bapak apresiasi, saya lebih suka jika kalian berani dan tidak takut salah”

The data above includes a type of directive speech act, a request. The teacher asks or requests the students to write down the answers they have worked on the whiteboard. The request speech act is marked by the word "mohon" (request) and is followed by the phrase "untuk menuliskan jawaban yang sudah anda kerjakan" (to write down the answers you have worked on). This sentence serves as an explanation that the teacher is making a request without specifying who will come forward to write down the answers.

In the data, there is also a character education value that is a continuation of the conversation from the request sentence. The character education value present in the above data is confidence. The teacher provides motivational words, "Kalian maju berani maju saja sudah bapak apresiasi, saya lebih suka jika kalian berani dan tidak takut salah" (If you come forward bravely, I already appreciate it, I prefer it if you are brave and not afraid of making mistakes). This is aimed at boosting students' confidence and independence because students can come forward to express their opinions in the form of answers without the assistance of other classmates or the teacher. In that situation, many students are not confident in presenting their answers in front of the class.

Tindak Tutur Direktif Nasihat (Advisories)

Directive speech act advice is a type of speech act in which the speaker provides advice to the interlocutor with the hope that the interlocutor will take the desired action, aiming for the interlocutor to become better in the future. Wjayanti and Utomo (2021: 23) state that the speech act of giving advice is an utterance intended to inform about matters related to goodness. The following are examples of directive speech acts of advice.

Data 1

Konteks: During the learning process, there was a group of students chatting among themselves. Then, the teacher gave advice to the students.

Guru : “Kenapa kalian berisik sendiri mas?”

Siswa : “(diam)”

Guru : “*Bapak kasih tahu ya, kalian sekolah itu dibiayai, seharusnya kalian prihatin dan bisa sungguh-sungguh dalam belajar*”

Siswa : “Njih pak (baik, pak)”

The data above includes the type of directive speech in the form of advice, where the teacher advises the students to be more serious in their studies. From the statement "Bapak kasih tahu ya, kalian sekolah itu dibiayai, seharusnya kalian prihatin dan bisa sungguh-sungguh dalam belajar" (Let me tell you, you go to school with funding, you should be concerned

and be serious in your studies), it can be seen that the teacher, as the speaker, is trying to provide input to the students for their future improvement.

This speech also contains the value of character education, specifically responsibility, as indicated by the phrase "kalian prihatin dan bisa sungguh-sungguh" (you should be concerned and be serious). Students must be responsible for what their parents have provided. They need to study seriously to achieve success and be a return on the investment their parents have made.

Data 2

Konteks: During the almost completed lesson, the teacher mentioned that there would be an exam next week. The teacher advised the students to study diligently.

Guru : "Anak-anak, minggu depan kita latihan membuat berita ya"
Siswa : "Baik pak"
Guru : "Nanti kita close book ya, jadi *kalian harus belajar sungguh-sungguh, dibaca lagi materi mengenai teks berita agar bisa mengerjakannya.*"

The data above includes a type of directive speech, namely advice-giving. The teacher advises the students to study seriously and review the material that has been taught: "You must study seriously, review the material about news texts so you can work on it." Another purpose of the teacher's advice is so that students can work earnestly to achieve good grades without resorting to cheating.

In this speech, there is also a value of character education, namely hard work, as indicated by the phrase "seriously." Here, the teacher intends for students to be willing to work hard in their studies and not rely on others during exams. If students are unwilling to study, they will face difficulties and may not achieve the maximum grade as expected by the teacher.

Conclusion

During the Indonesian language learning process, teachers employ various speech acts, including directive speech acts, to interact with students. One such speech act involves imparting character education values, aiming to strengthen the students' character.

Based on the analysis of directive speech acts and the embedded character education values, the researcher identified five out of six directive speech acts used by teachers during the learning process in the classroom. The identified forms of speech acts include directive speech acts of requests, commands, prohibitions, questions, and advice. The researcher found a total of 9 instances, with each type of directive speech act having 2 instances, except for the directive speech act of prohibition, which only had 1 instance.

The character education values embedded in the teacher's directive speech acts were analyzed, and the researcher identified 6 out of 18 character education values as references. These values include religious values (3 instances), hard work (2 instances), responsibility (1 instance), discipline (1 instance), curiosity (1 instance), and independence (1 instance).

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