Teachers' Directive Speech Acts in The Teaching and Learning Process of The Independent Campus Program

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Abstract

Directive speech acts are expressions used by speakers directed towards interlocutors to create an expression of the speaker's intentions or desires. This serves as one of the reasons for the interlocutor to take specific action. The author has chosen to focus on directive speech acts in the teaching and learning process within the independent campus program. The objective of the research is to identify directive speech acts employed by teachers during the teaching and learning process. The data source for this research consists of teachers' utterances during the teaching and learning process at SD Negeri 2 Sukorejo, located in Pacalan Village, Sukorejo, Kecamatan Wedi, Kabupaten Klaten. This research falls under the qualitative category because it aims to generate data in the form of words, expressions, speech, or sentences related to teachers' directive speech acts in online learning at SD Negeri 2 Sukorejo. Data collection for this research utilizes the Simak Bebas Libat Cakap (SBLC) technique, recording technique, and note-taking technique. The analysis of research data employs the pragmatic equivalent method. The findings of this research reveal various forms of teacher directive speech acts during the teaching and learning process, including requests (25%), plead (7%), invite (17%), push (11%), asking (16%), commanding (11%), prohibiting (5%), permitting (4%), reminding (4%).
Keywords: Directive Speech Acts, Learning, Teaching Campus

Introduction

Teachers, in conducting teaching and learning activities, can find the beneficial use of speech acts when delivering instructional material. In pragmatic studies, the spoken language used by speakers is formed during conversations and is sometimes referred to as speech acts. Teachers' directive speech acts can be realized directly or indirectly. Speech acts refer to an utterance or statement made by a speaker to align actions with what is spoken, involving actions as expected from the utterance [2]. The purpose of the speaker's spoken words is to understand the intended meaning, grasped and comprehended by the interlocutor [3]. The use of language can be found in various places, including at home, school, and then official. One relevant context is the teaching and learning process, wheel teachers, as speakers, can convey knowledge through speech acts. Through effective and articulate speech, teachers can instruct students to take action based on the spoken words. Directive speech acts are a type of speech act aimed at realizing actions from the interlocutor in line with the speaker's wishes or commands [4].

Spoken language is a form of linguistic action obtained through communication between speakers and interlocutors in a specific context [5]. Speech acts are distinguished into five categories: directive, representative, expressively, declarative, and commissive [6]. In this context, the focus of this research is on directive speech acts. Directive speech acts can also express the speaker's intentions, such as hopes and purposes, thereby prompting speech acts or behaviors that encourage the interlocutor to do something [7]. Through directive speech acts, teachers can elicit various responses from students during the learning process, prompting students to respond according to the teacher's instructions. Politeness in directive actions is a form of language politeness that contributes to character formation, especially for elementary school students, laying the foundation for instilling appropriate character traits [8].

Directive speech acts are utterances/statements intended for the interlocutor to take a specific action by the spoken words. Types of directive speech acts include commanding, ordering, providing motivation/encouragement, and suggesting. Directive speech acts take the form of utterances directed by the speakers to influence the interlocutor to perform a particular action, such as requesting, pleading, demanding, prohibiting, and giving commands [9]. Directive speech acts are expressions used by speakers aimed at the interlocutor to create an expression of the speaker's intention or desire, serving as a reason for the interlocutor to take action [10]. Indonesia is a country that has experienced various impacts, particularly in the field of education. Therefore, the Ministry of Education and Culture (Kelmelndikbud) has introduced the Merdeka Belajar-Kampus Merdeka (MBKM) program, which is open to all students from both state and private higher education institutions. The Merdeka Belajar Kampus Merdeka (MBKM) program establishes campus

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teaching initiatives as one form of implementation, where students provide teaching assistance to help the teaching and learning process in elementary schools (SD) in various villages/cities across Indonesia [11]. Currently, education is facing an emergency, which poses a risk of the loss of effective learning processes. Hence, the campus teaching program is expected to enhance the effectiveness of the learning process [12]. The campus teaching program aims to provide opportunities for students to contribute to the field of education and enhance their soft skills, which can be directly implemented.

In this research, the focus on directive speech acts is mainly on teachers during the teaching process. Through the use of directive speech acts, the interlocutor can understand various expressions from the speaker. Directive speech acts represent a form of communication where the speaker intends for the interlocutor to act by the spoken words, thereby enabling the interlocutor to understand the context of the speech [13]. Speech acts are a form of communicative event that does not occur independently but carries meaning, serves a purpose, influences, and affects the interlocutor [14]. Directive speech acts result in actions that can be performed by the speaker. Therefore, research related to the directive speech acts of teachers in the learning process is highly relevant because teachers, during the teaching process, require flexibility in delivering content orally. If the use of directive speech acts is employed correctly, it can generate intentions directed toward the interlocutor through effective speech.

Based on the background described, several issues are formulated in this research, including (1) what are the types of directive speech acts conveyed by teachers in the teaching and learning process? (2) What are the functions of directive speech acts conveyed by teachers in the teaching and learning process?

Literatur Review

1. Pragmatics

Pragmatics is a branch of linguistics that studies the relationship between the external context of language and the meaning of speech through the interpretation of the speaker's situation. In linguistics, pragmatics is a part of semiotics. The principles in pragmatics include a synthesis between study, intention, and speech. In line with Wijana's previous opinion (2010:3-4) which stated that pragmatics is a branch of linguistics that studies the structure of language externally, namely how linguistic units are used in communication.

2. Understanding Speech Acts

A speech act is an action involving parties who can interact well which results in an action that can influence the interlocutor. Good communication is one of the ways these parties used to convey what they mean to their interlocutor. Comprehension of each sentence conveyed by understanding the speech partner. The term speech act contains the meaning of the utterance (Rohmadi, 2017) defining that all linguistic communication contains speech acts. Other speakers consider various obstacles in conveying their meaning appropriately according to the distance between the speaker and the speaker, the speech situation, and so on (Panggabean, 2019).

3. Classification of Speech Acts

According to Searle (Rohmadi, 2017) speech acts are classified into five types, namely representative speech acts (assertive, directive, commissive, expressive, and declarative. The explanation of the five classifications is explained in one sentence regarding the meaning of directive speech acts as follows.

4. Directive Speech Acts

Directive speech acts are one category of illocutionary speech acts according to JR. Searle, Gunawan (via Rohmadi, 2004:32) defines directive speech acts as speech acts carried out by the speaker to get the interlocutor to carry out the action mentioned in the utterance. According to Tarigan (1986:47), directive speech acts are intended to produce the effects of listening actions. Ibrahim (1993:27) defines directive speech acts as speech acts to express the speaker's attitude towards the action that will be carried out by the speech partner. Ibrahim divides directive speech acts into six types:

a. Requests

This action shows that in uttering something, the speaker asks the speech partner to do something. The speaker expresses the desire and intention for the speaker to act according to the speaker's wishes.

b. Questions

This action implies that in uttering an utterance, the speaker asks the interlocutor whether a proposition is true. The speaker expresses the desire and intention that the proposition is true or not true.

c. Commands (Requirements)

This action indicates that when uttering a statement, the speaker wants the speech partner to act. This speaker expresses the desire that his speech about a position above the speech partner is a sufficient reason for the speech partner to carry out the speaker's desired action.

d. Prohibition (Prohibitive)

This action is an action that shows that when uttering an expression, the speaker prohibits the speech partner from acting. The speaker expresses the authority of belief that his speech provides sufficient reasons for the speaker not to act.

e. Granting Permissions (Permissives)

This action is an action that indicates that when uttering a speech you want your speech partner to perform an action (action). The speaker expresses trust if the utterance, about the speaker's position above the speech partner, allows the speech partner to act.

f. Advice

This action is an action when uttering an expression, the speaker advises the speaker to act. The speaker expresses belief if there is a reason for the speech partner to act and the speaker expresses the intention to take the speaker's belief as a reason for acting.

5. Function of Directive Speech Acts

Ibrahim divides directive speech acts into six types and then divides them into several specific functions:

a. Request Function

This function consists of the functions of requesting, requesting, praying, pressing, and inviting. The function of a request is to say something to get something. Belg is used to express a request for something more politely or respectfully. Pray is used to express hope, and praise to God. The pressing function is used to express the speaker's insistence or pressure. The invite function is used to express a request for the speaker to participate.

b. Question function

This function asks and interrogates. The expression to ask is an expression of asking for information and explanation about something. The interrogation function is carried out to express structured, detailed, and careful questions to seek an explanation or information.

c. Command Function

This function is used to use commands or requests from the speaker to the speech partner to do something. These functions include wanting, commanding, demanding, dictating, directing, instructing, regulating, and requiring.

d. Prohibition function

This function includes the prohibitive function, namely prohibiting and limiting. Prohibiting functions to express a prohibition so that the speaker does not do something that the speaker does not want. Limiting functions to express limits on the speech partner in carrying out actions.

e. Permission granting function

These functions include approving, allowing, granting, and forgiving. The agreeing function is used to express agreement or approval expressed by the speech partner. The enabling function is used to allow the interlocutor to do something. An award is used to reward someone who has contributed. The function of forgiveness is to grant forgiveness or pardon to the guilty person.

f. Advisory function

This function is used to advise, counsel, and suggest. The advising function is used to give advice or advice to the speaker. The counseling function is used to express guidance from others using psychological methods. The suggested function is to provide critical suggestions.

6. Types of Speech Acts Based on the Method of Delivery

Based on the method of delivery, speech is divided into direct and indirect speech acts.

a. Direct speech act

According to Wijana (Rohmadi, 2017) speech acts are divided into direct and indirect speech acts. Formally, sentences are divided into news sentences, question sentences, and command sentences. News sentences are used to express interrogative sentences to ask questions and command sentences to order, invite, request, and so on so that a direct speech act is formed.

b. Indirect speech acts

According to Wijana (Sarwati, 2013) indirect speech acts are speech acts to order someone indirectly. This action is carried out to utilize news sentences or question sentences so that people feel that they are being ordered.

7. Learning

Learning is an effort to provide something to be able to carry out better learning activities to someone using guidance, providing knowledge so that they can understand something (Sutardji 1989:166). Teaching and learning are related in that they are both independent processes. There are times when teaching leads someone to learn, but not always. Even though teachers facilitate the learning process, students try to learn (Myron H. Delmbo in Sahabudin, 1999:3).

Research Method

This research is qualitative research that uses a descriptive approach. This research is qualitative because it aims to produce data in the form of expressions, utterances, words, or sentences related to teachers' directive speech acts in learning at SD Negeri 2 Sukorejo. Descriptive research is because researchers carefully and thoroughly record data in the form of words, sayings, images or photos, sentences, memos, videos, and daily notes [23]. Qualitative descriptive research aims to understand and explain hidden linguistic phenomena when teachers carry out the teaching and learning process. Therefore, in carrying out this research, the researcher only recorded data in the form of teacher narratives during the teaching and learning process. Thus, the results of the analysis will appear in the form of words that describe the teacher's descriptive speech acts in the learning process.

This research data is the teacher's directive speech acts. The data source in this research is the teacher's speech/words in the learning process at SD Negeri 2 Sukorejo, Pacalan Village, Sukorejo, Kec. Weldi, Kab. Klaten. This research uses data collection techniques, namely the listening techniques, which uses one of the listening techniques, namely the Cakap Free Involvement Listening (SBLC) technique, note-taking techniques, and recording techniques. This Cakap Involved Free Listening technique is carried out by tapping without participating in speaking, the researcher only acts as a listener who listens carefully to what is said by the people who are speaking [24]. The note-taking technique involves recording relevant things, especially the behavior patterns of each participant in a speech act event [2].

To get an overview of the teacher's directive speech acts in learning, the method can be used as a data analysis technique, which is a language analysis method whose determinants are independent, outside, and not part of the language concerned [25]. The form of the matching method used in this research is the pragmatic matching method, namely the interlocutor as the determinant. Therefore, a sociolinguistic-pragmatic approach is used to reflect the social relationship between the interlocutor and the interlocutor to interpret the implied meaning of their conversation [26].

Result and Discussion

Directive speech acts are often used in everyday life, through these speeches partners can find out what the speaker wants to convey. When communicating between speakers and speech partners, it must be appropriate to the context of the conversation; context can be the basis of conversation [27]. Directive speech acts are a form of speech act where the speaker intends to act by the utterance so that the speech partner knows the action in the utterance [28]. Directive speech acts are speech acts intended by the speaker for the speech partner to act by the speech [29]. Based on research that has been conducted, there are nine forms of directive speech acts that teachers use during learning.

The main difference between online learning and conventional learning is simply sharing learning material, and the interactions that occur in the teaching and learning process [30]. The following is a classification table for directive speech acts:

Table 1. Classification of Teacher Directive Speech Acts in Learning

No l	Directive Speech Acts	Amount of data	Percentage
1	Request	19	25%
2	Plead	5	7%
3	Invite	13	17%
4	Push	8	11%
5	Asking	12	16%
6	Commanding	8	11%
7	Prohibiting	4	5%
8	Permitting	3	4%
9	Reminding	3	4%
		74	100%

1. **Request**

The directive speech act of asking is an utterance used by the speaker to convey a request to the speech partner so that it can be carried out by the utterance. The directive speech act of asking is used to express the desire of the speech partner to do something/action intended by the speaker [7]. Marked with the words please, hopefully, please, if, request, and the particle-lah. Meanwhile, the directive speech act of asking is a speech/statement that is intended to do something or ask for something or is ordered by the speaker and carried out by the speech partner [32]. Requesting is a form of directive request, meaning asking by saying that the speaker is requesting the speaker, whether the speaker has expressed the desire for the speaker to do what the speaker wants, with the intention of the speaker doing something that the speaker wants [33].

Table 2. Directive Speech Acts Asking for Attention

Speech	Context	Meaning	Source
(1) Look at the floor plan on page 27	The teacher (teacher) asks the students to pay attention to the plan on page 27.	Pay attention to books	Learning (20 August 2022)

The speech in data (1) above shows that the speaker (teacher) asked the students. In this case, the speech has the meaning of asking students to pay attention to the floor plan which is located on page 27 of the book. Students are expected to be able to participate in learning calmly and focused. The teacher's speech illustrates the existence of a form of directive speech act asking indirectly asking all students to pay attention to what the teacher says while learning.

Table 3. The Directive Speech Act Requests to Prepare

Speech	Context	Meaning	Source
(2) Prepare theme book 1 page 52!	This speech can occur when teachers and students are learning. The teacher intends to ask students to prepare learning media in the form of books.	Prepare books	Learning (20 August 2022)

The speech in data (2) above shows that the speaker (teacher) asked the students. In this case, the speech has the meaning of asking students to prepare books to be used in the learning process. This utterance illustrates the form of a directive speech act of asking marked by the verb 'preparer'. The choice of these verbs was chosen by the teacher because, in online learning like today, many students carry out activities or activities outside of learning. For example: when learning was taking place, one of the students was not focused, they chose to play rather than listen to the teacher explain the material.

Table 4. Directive Speech Act Requests to Read

Speech	Context	Meaning	Source
(1) For all 5th-grade students, read the material in the book about lifestyle.	The teacher asks students to read material on healthy lifestyles.	Read a book	Learning (20 August 2022)

The speech in data (3) above shows that the speaker (teacher) asked the students. In this case, the speech has the meaning of asking students to read books about healthy lifestyles independently with teacher supervision while learning takes place. The existence of a form of directive speech act in this speech can be described through the verb 'read'. The teacher's speech when asking using the verb 'read' directly refers to all with the intention that all students immediately respond in the form of actions that students can take.

Table 5. Directive Speech Act Requests to Send

Speech	Context	Meaning	Source
(2) Answers are written in the assignment book and then collected on the teacher's desk.	The teacher asks students to collect answer sheets on the teacher's desk.	Collect answers	Learning (22 August 2022)

The speech in data (4) above shows that the speaker (teacher) asked the students. In this case, the speech has the intention that students work in books, then they can be collected at the teacher's desk. The speech in the data above shows a form of directive speech act in the form of asking using the verb 'collect'. This speech was directly spoken by the teacher to all 4th-grade students to ask students to collect their answers.

Table 6. Directive Speech Act of Requesting to Bring

Speech	Context	Meaning	Source
(3) Bring an Indonesian language book and theme 3.	The teacher asks students to bring the existing Indonesian language textbooks and theme 3 books.	Bring a book	(6 September 2022)

The speech in data (5) above shows that the speaker (teacher) asked the students. In this case, the speech has the melanin that later when studying at school, students should bring Indonesian language books and theme 3 books as learning media. The speech in the data above was conveyed by the teacher when delivering learning material. The form of directive speech act in data (5) is characterized by the verb 'bring' which can be shown to all grade 3 students to ask students to bring Indonesian language books and theme 3.

Table 7. Directive Speech Acts Request to Learn

Speech	Context	Meaning	Source
(4) Today the teacher will explain material about poetry texts, then you can study the book independently.	The teacher asks students to study books about poetry text material independently.	Studying books about poetry texts.	(6 September 2022)

The speech in data (6) above shows that the speaker (teacher) asked the students. In this case, the speech occurred when the teacher was explaining the learning material, the teacher delivered material about the poetry text first and the students were asked to study the material in the book independently. The directive speech acts in the data are marked using the verb 'learn' so that the teacher directly provides speech that students can carry out by studying what has been said.

Table 8. Directive Speech Act of Requesting to Take Notes

Speech	Context	Meaning	Source
(5) All students are required to record the material that the teacher has conveyed.	The teacher asks students to take notes on the material.	Record material	(7 September 2022)

The speech in data (7) above shows that the speaker (teacher) asked the students. In this case, the speech occurs when the teacher is delivering learning material. Students can take notes using the books they have. The form of directive speech acts in this speech is characterized by using the verb 'note' which can be shown to students. The teacher directly asks students to take notes according to what the teacher says.

Table 9. Directive Speech Acts Asking to Answer

Speech	Context	Meaning	Source
(6) Students answer questions independently, they are not allowed to collaborate with other friends	The teacher asks students to answer the questions independently	Answer the question	(10 September 2022)

The speech in data (8) above shows that the speaker (teacher) asked the students. In this case, the speech has the meaning that students can answer questions independently, meaning that it cannot be done in groups. The form of directive speech acts in the data is characterized by using the verb 'answer' which can directly address all grade 5 students, which is intended so that students immediately respond to the teacher's speech by answering the questions that have been asked by the teacher.

2. Plead

Through the directive speech act of asking, the speaker politely asks the speech partner to do something according to the speaker's wishes. The directive speech act of requesting is a political act of asking the speech partner to do something that the speaker wants [34]. The directive speech act of requesting is a speech act that expects the speech partner to fulfill the speaker's wishes in a polite manner [35]. The form of the directive speech act of request is used by the speaker to ask the speech partner to carry out an action conveyed by the speaker [36]. The directive speech act of asking is a speech act with full respect and hope to get something from the speech [37].

Table 10. The Directive Speech Act of Apologizing

Speech	Context	Meaning	Source
(9) Sorry, the teacher will change the assignment for next week's lesson.	The teacher apologized to the students because learning was replaced by assignments.	Apologise	(17 September 2022)

The speech in data (9) above shows that the speaker (teacher) begs the students. This speech contains the meaning that the teacher apologizes to the students gently, this speech occurred while learning. The form of directive speech acts in the data is characterized by using the verb 'apologize' which can be shown to all class 6 students. The teacher directly conveys this speech using the subtle sentence 'sorry' which aims to prevent students from being offended. If you use exclamation sentences directly, it can have a bad psychological effect on students.

Table 11. Directive Speech Act Requesting Permission

Speech	Context	Meaning	Source
(10) Teacher, may I have permission to leave the classroom, kids?	The teacher requests permission from the students to leave the classroom.	May I leave the classroom, please?	(11 September 2022)

The utterance in data (10) above, indicates that the speaker (teacher) is pleading with the students. In the utterance, it means that the teacher asks the students for permission to leave the class when it is finished teaching. The form of the directive speech act of begging in the data is characterized by using the verb 'permission'. The utterance is spoken by the teacher to the learners which is intended to directly ask for permission to leave the class.

3. Invite

The directive speech act of inviting is a discourse used by a speaker to invite the interlocutor to perform a desired action. Inviting is an action of requesting (pleading, commanding, etc.) to join and come together between the speaker and the interlocutor to do something [23].

Table 12. Directive Speech Act: Inviting to Orderliness

Speech	Context	Meaning	Source
(11) Later, when we are back in school, let's all adhere strictly to the 3M guidelines!	The teacher encourages the students to strictly adhere to health protocols.	Encouraging compliance with health protocols.	(11 September 2022)

The discourse in data (11) above indicates that the speaker (teacher) is encouraging the students to adhere to health protocols. In this speech, it is implied that the teacher is inviting the students to be orderly. This utterance is delivered when the teacher is conducting a lesson. The form of the directive speech act of inviting in this data can be marked by using the verb 'ayo.' The speech is addressed by the teacher to all students, intending to directly encourage all students to strictly implement health protocols, especially the 3M (washing hands, wearing masks, and maintaining distance).

Table 13. Directive Speech Act Inviting to Participate

Speech	Context	Meaning	Source
(12) As an educated person, let us cultivate a love of reading in our surroundings!	The teacher invites students to get used to reading activities.	Encourage students to read	(14 September 2022)

The discourse in data (12) above indicates that the speaker (teacher) is inviting students to participate in cultivating a love for reading in the surrounding environment. In this speech, the teacher persuades the students with the expression 'Mariah.' The form of the directive speech act of inviting in this data can be marked by the use of the verb 'Mariah,' which can be directly addressed to all third-grade students. Therefore, the use of the verb 'Mariah' is intended to elicit a response or action from the students based on what the teacher is expressing.

Table 14. Directive Speech Act Inviting to be Creative

Speech	Context	Meaning	Source
(13) Eggshells can be useful if used wisely. Let's all create crafts together so that they can be highly valued!	The teacher invites the students to create crafts.	Inviting to be creative.	(14 September 2022)

The discourse in data (13) above indicates that the speaker (teacher) is inviting students to be more creative. In this speech, there is an invitation conveyed through the expression 'ayo' (let's). Thus, in data (13), the teacher provides an introduction by using eggshells as a medium that can be used by students for crafting. The form of the directive speech act of inviting this data is directed towards the students to act by creating a craft as expressed by the speaker

4. Push

The directive speech act of push is a statement directed to the interlocutor to motivate them to do something better. The directive speech act of push aims to provide support to the interlocutor for a positive impact in the future.

Table 15. Directive Speech Acts Encouraging the Spiritual

Speech	Context	Meaning	Source
(14) We must always pray that what we hope for can be achieved.	The teacher encourages students to always pray to God so that they can achieve their desired aspirations.	Encouraging a more spiritual approach.	(17 September 2022)

The discourse in data (14) above indicates that the speaker (teacher) is encouraging students to have a spiritual attitude. In this speech, it is implied that the teacher advises students to draw closer to God and always pray to achieve their desired hope. The form of the directive speech act of encouraging in this data is marked by the use of the verb "semoga" (hopefully). The teacher indirectly attempts to motivate all students to always pray to God.

Table 16. Directive Speech Acts Encouraging Active Learning

Speech	Context	Meaning	Source
(15) The teacher hopes that all third-grade students can learn independently using available learning media.	The teacher encourages students to be able to learn independently by using available learning media.	Encouraging diligence in learning.	(17 September 2022)

The discourse in data (15) above indicates that the speaker (teacher) is encouraging students to study more diligently. This speech implies that students should be motivated to study diligently by utilizing available learning media. The form of the directive speech act of encouraging in this data can be marked by using the verb 'berharap' (hope) to follow the interlocutor's wishes. Thus, students can carry out the actions expressed by the speaker effectively.

5. Asking

The directive speech act of asking is a statement presented by the speaker to be explained in-depth by the interlocutor. Asking is an action of seeking information (explanation, etc.) [23]. In the learning process, the teacher tends to dominate interactions with students by asking questions to stimulate understanding of the conveyed material. Asking is a thinking

process, involving requesting internal responses to obtain appropriate feedback [38]. Through questioning activities, the speaker can assess the interlocutor's abilities indirectly.

Table 17. Directive Speech Act Asking as an Individual

Speech	Context	Meaning	Source
(16) What is the prayer before eating?	The teacher poses a question to the students individually.	Asking on an individual basis	(21 September 2022)

The discourse in data (16) above shows that the speaker (teacher) is asking a question to the students. The teacher attempts to encourage the students by posing a question to one of them to receive feedback during the ongoing learning process. The form of the directive speech act of asking in this data can be marked by using the verb 'bagaimana?' (how?). The question word 'bagaimana' presented by the teacher in the speech is a form of a direct question to a student. This allows the student to immediately prepare an answer to be conveyed to the teacher.

Table 18. Directive Speech Act: Asking as a Group

Speech	Context	Meaning	Source
(17) How many students are present?	The teacher inquires to the students present in the class.	Asking as a group	(21 September 2022)

In data (17), the discourse indicates that the speaker (teacher) is asking questions to students in groups during the lesson for class 5. After the teacher finished explaining the learning material, the next activity was to take attendance of the number of students present. The form of the directive speech act of asking in this data is marked by using the verb 'berapa' (how many), indicating quantity. The question word 'berapa' used in the speech is a form of a direct question addressed to all students in the group.

6. Commanding

The directive speech act of commanding is a form of speech act carried out to ask the interlocutor to do what is spoken by the speaker [34]. Commanding speech acts are divided into two types: commanding to perform and commanding to listen. Meanwhile, phrases that mean command can be seen using politeness markers [39]. Commanding comes from the 1 word 'perintah,' meaning a statement directly to command someone to do something. Non-directive command (requirement) shows that every time a statement/speech is uttered, the speaker wants the listener to do something [40].

Table 19. Directive Speech Act Command to Perform

Speech	Context	Meaning	Source
(18) Please complete the theme 3 books on page 17.	This utterance occurs when the teacher conveys and instructs students to work on their exercises.	Instructing students to work on exercises.	(15 September 2022)

The discourse in data (18) above indicates that the speaker (teacher) is commanding the students to start working immediately. In this speech, it is implied that the students should promptly solve the problems in Theme 3 on page 17. This directive speech act takes place during the lesson. The form of the directive speech act of commanding in this data can be identified by the use of the verb 'kerjakan' (do). The teacher hopes that all students can solve several problems in Thelmel 3, specifically on page 17, and then issue a direct command with the word 'kerjakan.'

Table 20. Directive Speech Act Instructing to Listen

Speech	Context	Meaning	Source
(19) Listen to the reading material in the textbook about environmental cleanliness!	During the lesson using the textbook, the teacher explains the reading material about the cleanliness of the school environment, and the students are told to listen.	Instructing students to listen to the reading.	11 September 2022

The discourse in data (19) above indicates that the speaker (teacher) is instructing the students to pay attention. The speech implies that, during the lesson using the textbook, the teacher explains the material about environmental cleanliness. Therefore, the students must pay attention to what the teacher is instructing. The form of the directive speech act of commanding to pay attention to this data can be marked by the use of the verb "simak-lah" (listen). The teacher gives the command to all students using the phrase "simak-lah," thereby indirectly delivering the speech with a firm intonation.

7. Prohibiting

A directive speech act of prohibiting is a statement uttered by the speaker to provide a prohibition against a certain action. The act of prohibiting is a linguistic action used by the speaker to impose a restriction or limitation, often indicated

by verbs such as "jangan" (do not) and "tidak" (not) [7]. Prohibiting is a directive speech act used to prevent the interlocutor from doing what is prohibited by the speaker [35]. Directive speech acts of prohibiting fall under the category of language acts that prevent the interlocutor from doing or refraining from doing something [41]. The directive speech act of prohibiting serves to forbid the interlocutor from carrying out the actions mentioned in the speech [42]. The directive speech act of prohibiting, among other functions, aims to persuade or influence the interlocutor to perform a desired action by the speaker [43].

Table 21. Directive Speech Act Prohibiting

Speech	Context	Meaning	Source
(20) "Children, don't joke around when the teacher is explaining the material, okay?"	During the teacher's explanation, students are prohibited from joking or being noisy.	Prohibiting students from being noisy	24 September 2022

The discourse in data (20) above indicates that the speaker (teacher) is prohibiting students from joking around during the lesson. The speech implies that when the teacher is explaining the learning material, students are expected to participate in the lesson according to the rules set by the teacher. The form of the directive speech act of prohibiting in this data is marked by the use of the verb "jangan" (do not). The use of the direct command with the word "jangan" indicates that the teacher is instructing the students to pay attention to the material being presented, hence prohibiting them from joking during the lesson.

8. Permitting

A directive speech act of permitting is a speech act that refers to the interlocutor by giving approval or allowing them to do something. The directive speech act of permitting is used to encourage the interlocutor to perform a desired action by the speaker, often signaled by verbs such as "boleh" (May), "silahkan" (please), and "tidak harus" (not necessary) [7]. The directive speech act of permitting is uttered by the speaker to grant permission or allow the interlocutor to do something [35].

Table 22. Directive Speech Act Permitting

Speech	Context	Meaning	Source
(21) You may raise your hand when I take attendance and answer 'present.	In this context, the teacher permits students to raise their hands and acknowledge their attendance during the lesson.	This is an act of granting permission for attendance marking.	24 September 2022

In the given data (21), the speaker (teacher) allows students to raise their hands when the teacher takes attendance during the lesson. The utterance implies that if students are truly participating in the lesson conducted by the teacher, each student should mark their attendance. The form of the directive speech act "permitting" in this data is marked by the use of the verb "silahkan." The teacher indirectly politely utters a command to all students.

9. Reminding

The directive speech act of reminding is a statement intended for the interlocutor, to prevent them from forgetting a duty or action previously desired by the speaker. Through the directive speech act of reminding, a gentle reminder can be conveyed by the speaker to the interlocutor.

Table 23. Directive Speech Act Reminding

Speech	Context	Meaning	Source
(22) Don't forget to submit your assignments on time."	The teacher is reminding students to submit their assignments promptly.	Reminding you to submit assignments	22 September 2021

The discourse in data (22) above shows that the speaker (teacher) is reminding students about submitting their assignments. The speech implies that the teacher is reminding students not to forget to submit the assignments given on time. The form of the directive speech act of reminding in this data can be identified by the use of the verb "jangan lupa" (do not forget). The teacher indirectly provides a reminder to all students to submit their assignments on time.

Conclusion

Based on the analysis of the research data, it can be concluded that directive speech acts are a type of utterance or statement intended to encourage interlocutors to act by what is expressed. This research involved teachers at SD Negeri 2 Sukorejo who used various forms of directive speech acts during the teaching process. Nine forms of directive speech acts were identified in the context of teaching at SD Negeri 2 Sukorejo, namely requesting, pleading, inviting, encouraging,

questioning, commanding, prohibiting, allowing, and reminding. Understanding these various forms provides insight into how teachers communicate and give instructions to students in the learning environment. This research is highly relevant as it focuses on the directive speech acts of teachers in the context of learning, with a particular emphasis on the implementation of the MKBM program. Teachers require flexibility in using direct speech acts to effectively convey instructional materials. Through a deeper understanding of the types of directive speech acts and the functions used by teachers within the MKBM program content, it is anticipated that this research will contribute to the development of more effective teaching methods. Additionally, it is important to play a role in character formation among elementary school students. In conclusion, this research holds significance in addressing the challenges and changes in the field of education, especially in the content of the MKBM program. It is hoped that the findings of this research will provide valuable insights, aiding in the improvement of teaching methodologies and the cultivation of positive character traits among students at the Elementary School level.

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