

Directive Speech Acts in Learning Interactions in The School Environment for Students at State Junior High School 3 Mojosongo

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Abstract

This research aims to determine the form and purpose of the director's speech acts in the learning interactions of junior high school students as well as the factors that influence directive speech acts in the learning interactions of students at State Junior High School 3 Mojosongo. The data were analyzed using qualitative descriptive methods. The object of this research is directive speech acts. The technique used is listening and continuing with the katat technique. The subjects in this research were 25 class IX A students consisting of 15 girls and 10 boys.

The results of this research found 21 utterances which were included in 8 types of directive speech acts consisting of these forms of speech acts, namely invitations as much as 15%, requests as much as 25%, bills as much as 13%, pressures as much as 5%, requests as much as 15%, suggestions as much as 10 %, orders as much as 12%, and giving instructions as much as 5%. The intent contained in a directive speech act is that it intends to invite as much as 20%, request as much as 25%, demand as much as 10%, urge as much as 5%, request as much as 8%, suggest as much as 15%, order as much as 10%, and give instructions as much as 7%. And finally, four factors were also found that influence directive speech acts in interaction learning at State Junior High School 3 Mojosongo, namely familiarity factors at 35%, age at 20%, speech situations at 30%, and psychology at 15%.

From the results of this research, it is hoped that it can introduce the science of pragmatics which is applied in the learning process to assist in understanding the meaning or capturing the pragmatic meaning of speech situations, especially directive speech acts.

Keywords: Pragmatics, Directive Speech Acts, Junior High School Students

Introduction Section

Pragmatics is a branch of linguistics and is becoming increasingly well-known nowadays. According to Leech (2012: 5), pragmatics studies language used for communication, as well as investigating meaning as context, not something abstract in communication. Communication is not just words or sentences, but it would be more appropriate if words or sentences were a form of speech act. Humans use language to interact to convey things related to context such as where, how, who, and why the language or speech is conveyed. This is because the language or speech influences the way of delivery. Language or speech in communication aims to achieve the goal of mutual understanding. Therefore, it is necessary to understand the meaning of each word or language. The conclusion is that relation to the relationship between language or its context or teachings.

Language is a conversational tool for interacting within a community group that is mutually agreed upon and becomes their identity. One branch of linguistics that is external is pragmatics. One important aspect in analyzing language use is the speaker's meaning. Understanding the speaker's intentions in this way is a field of pragmatic study. In this case, the speaker's explicit or implied intention behind the speech is being analyzed. The purpose of speech, especially the meaning that is implied through language in concrete aspects of the speech situation (Wijana, 1996 5:13). This intention will be analyzed pragmatically in this research, using language politeness techniques and strategies.

The definition of language contains two domains, namely language as a science and as a communication tool (Yaqub Nasucha, 2016:193-210). Language is also closely related to character, by using good language the language emerges from a good person (Sariudin, 2018:79). Apart from that, language can also be said to be the main means of communication because with language humans can express and express their thoughts and feelings to other people. Language is also a means of connecting one individual to another. So, the existence of language provides the possibility for humans to communicate, exchange thoughts and information, and understand each other.

Use of language or speech acts used by students at State Junior High School 3 Mojosongo. In pragmatics, there are at least three types (Wijana, 1985:18-20) of actions that can be realized by speakers, namely 1. Locutionary action is an action that informs. 2. Illocutionary acts are the actions that are behind the locutionary act. 3. Perlocutionary acts contain

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a purpose or objective inserted by the speaker so that the speaker acts as expected or there is an effect of the speech. According to Markamah (2009:15), spoken words are words that are often used in spoken language and that are often spoken in everyday communication. Speech acts to express something, to influence, and to inform something to do something. Junior High School students are still innocent, as can be seen from their communication in daily life when playing, joking, getting angry, or asking other people for things.

Communication is a process in which two or more people form or exchange information with each other, which in turn will have the meaning of arriving at a deep mutual understanding (Canggara, 2010). Through good communication activities, teaching and learning activities will be created that run according to the goals to be achieved. Therefore, the role of language in learning activities will be separated because teaching and learning interactions cannot run smoothly without the function of language. The use of Indonesian in learning is a form of communication. Through the communication process, speech events and speech acts will emerge. According to Chaer (2015: 65), speech acts are individual symptoms of a psychological nature and their continuity is determined by the language abilities of the speaker in dealing with certain situations.

According to Yule (2006:82), a speech act is an action that is expressed through speech. Something that is implied verbally or in writing can be interpreted accurately by the speech act because sometimes what the speaker hears cannot be responded to appropriately. The factor that determines the progress of a good speech act is the presence of the speaker and speech partner. It is called a speech act because in uttering this expression, a speaker also does or acts on something (Prayitno, 2009:19).

According to Austin, which was later simplified by Searle, speech acts can be grouped into five groups (Suyono, 1990: 5), namely as follows: (1) assertive is a speech act that explains what and how something is, (2) commissive is a speech act that encourages the speaker to do something, (3) directive is a speech act that functions to encourage the listener to do something, (4) expressive is a speech act that involves feelings and attitudes, (5) declarative is a speech act that connects the content of a proposition with actual reality.

Directive speech acts are speech acts that speakers use to other people and carry out an action according to the speaker's wishes. Directive speech acts are speech acts carried out by speakers to make the interlocutor act said in his speech (Rukmanal et al., 2017). Directive speech acts express the speaker's attitude towards the action to be carried out by the speech partner. Gunawan in Rohmadi (2004: 32) defines complete directive speech acts as speech acts carried out by the speaker with the intention that the interlocutor carry out the action mentioned in the utterance.

The use of directive speech acts in teaching and learning interactions is a form of speech to create influence so that the speech partner takes certain actions (Jannah & Mujianto, 2021). The speech act of commanding is one of the speech acts that plays an important role in language activities. Included in the typology of speech acts are ordering, requesting, hoping, pleading, suggesting, inviting, advising, and forbidding. All of these acts are the most dominant language acts used in language activities in everyday life, including junior high school students, especially asking, begging, and hoping.

The position of junior high school students who use language shows that junior high school students often realize it in the form of command directives, requests, invitations, advice, warnings, and hopes. The directive speech acts spoken by junior high school-aged children with their peers are also influenced by several aspects. Such as age, speech situation, and so on. Because junior high school age children in the research environment consist of girls and boys and have different age categories, when carrying out conversations the speech that contains directive speech acts spoken by junior high school age children is also different.

The use of directive speech acts in student interaction is a use of a variety of speech acts. Through directive speech acts, students can utilize types of directive speech acts to enliven learning interactions. Each type of directive speech act has important meanings in teaching and learning interactions, every use of language, especially Indonesian, in directive speech acts, must look at the context in which it is used to grasp the meaning conveyed by the speaker.

Before this research was carried out, the researcher first referred to several relevant previous studies. One of them is research conducted by Diki Sanjaya (2015) "Directive and Expressive Speech Acts in Teenagers' Conversations in Tempino Village". 7 types of directive speech acts expressed in conversations among teenagers in Tempino village. Directive speech acts include speech acts of begging, suggesting, inviting, requesting, prohibiting, reminding, and hoping. Apart from that, there are 12 types of expressive speech acts among teenagers in Tempino Village. The contribution of the following research in this research is to reinforce directive speech acts. However, the data source was the speech of teenagers in Tempino village, whereas in this research the researcher himself used data sources from junior high school students in the school environment, especially those learning Indonesian. Research conducted by Didik Sanjaya focused on directive and expressive speech acts. Meanwhile, the research itself only focuses on the problem formulation, namely how directive speech acts are used by junior high school students in interactions during learning and what influences directive speech acts in junior high school students' conversations.

Referring to the descriptions above, the author focuses on discussing directive speech acts in the interactions of students at State Junior High School 3 Mojosoongo. The focus is divided into three, namely, form, intent, and factors used in directive speech acts. Meanwhile, this research aims to determine the forms, identify the intent, and find out the influencing factors of directive speech acts in the interactions of students at State Junior High School 3 Mojosoongo. This research is intended to provide factual information. The benefits of this research can be broken down into theoretical benefits and practical benefits.

Literature Review

Pragmatics

According to Leech (Via Oka, 2011:8), pragmatics is the study of meaning in speech situations (Speech Situation), this means that to analyze meaning through a pragmatic approach, a speech situation is needed which is the context of the speech. Meanwhile, Jucker (Via Dardjawidjojo, 2005:26) said that pragmatics is a branch of linguistics that examines meaning and is tied to context. Therefore, what is studied in pragmatics refers to the study of meaning in interactions between one speaker and another speaker. Cruse (through Cummings, 2007:2) states that pragmatics can be considered to deal with aspects of information that are generally accepted in linguistic forms their use arises naturally and depends on the meanings conventionally encoded by the context in which these forms are used.

Speech Acts

Speech acts (speech art) are pragmatic elements that involve the speaker, listener, or reader and what is being discussed. In its application, speech acts are used by several scientific disciplines. Searle (Rusminto, 2010:22) states that speech acts are a theory that tries to study the meaning of language based on the relationship between speech and the actions carried out by the speaker. This study is based on the view that (1) speech is a means of communication and (2) speech only has meaning if it is realized in real acts of communication, for example making statements, questions, orders, and requests. Thus, action is a characteristic of speech in communication. Tarigan (1990:36) states that about cultural acts, every particular utterance or utterance contains certain aims and objectives. In other words, both parties, namely the speaker and the interlocutor, are involved in an activity that is oriented towards a certain goal. To this information, the instrument in this research refers to speech act theory. Pragmatics can be said to be a condition of a speaker who is usually influenced by internal and external factors so that he is motivated to take action based on the speech he produces.

Directive Speech Acts

According to Ibrahim, (1993: 15) "directive acts are speech acts that express the speaker's attitude towards prospective actions by the speech partner and his wishes towards the speech partner." Apart from that, "directive acts are speech acts that function to encourage the person responding to the speech to do something, for example proposing, requesting, refusing, urging, opposing, commanding and the like" (Suyono, 1990: 6). Directives can express the speaker's intentions (desires or hopes) so that the utterance or attitude expressed is used as a reason for action by the speech partner. Directive speech acts have indicators as signs or markers.

a. Forcing Directive Indicator

The indicator of a compelling directive is an indicator of asking the interlocutor to do something that is required that has been mentioned or intended in the speaker's speech to his or her interlocutor.

b. The directive indicator of inviting is inviting the speech partner to participate in doing something that is mentioned or intended in the speaker's speech to the speaker.

c. Directive Indicator Requests

The directive indicator of asking is an indicator that applies to being given or getting something from the speech partner.

d. Billing Directive Indicator

The indicator of the collect directive is an indicator that asks the speaker to fulfill a promise that has previously been conveyed to the speaker.

e. Urgent Directive Indicator

An urgent directive indicator is an indicator that asks strongly so that its request can be granted by its interlocutor.

f. Invoking Directive Indicator

The indicator of the begging directive is an indicator that asks respectfully with the hope of getting something from the interlocutor.

g. Directive Indicator Suggests

A suggestive directive indicator is an indicator that provides a suggestion, opinion, or suggestion to the speaker to do something that the speaker's speech suggests to the speaker.

h. Command Directive Indicator

Commanding directive indicators are indicators that ask the speech partner to do something that has been mentioned or intended in the speaker's speech to his speech partner because the speaker's position is higher than the speech partner's.

i. Directive Indicators Provide Signals

The directive indicator of giving a signal is an indicator for the speech partner to follow something that has been mentioned or intended in the speaker's signal to the speech partner.

j. Challenging Directive

The challenging directive indicator is an indicator for the speech partner to follow something that has been mentioned or intended in the speaker's speech to his speech partner which contains a challenge.

Middle School Age Children (Junior High School)

Middle School (Junior High School) age children are children whose age is included in the early adolescence category, namely 13-15 years old. Adolescence is generally divided into three parts, namely early adolescence aged 12-15 years, middle adolescence aged 15-18 years, and late adolescence aged 19-22 years. Ages 13-15 years are included in the social period or youth period. Therefore, at the age of 13-15 years, children experience adjustment to themselves, the people around them, and the surrounding environment.

Factors that Influence Children's Language Development

According to Yusi Riksa (2009:148), language development is influenced by several factors. These factors are as follows:

- a. Health, poor health conditions cause children to experience delays in language development because nutritional intake affects brain working power, and brain working power of course affects the ability to process information, apart from that, poor health makes children's interaction with their environment limited so that children's vocabulary also become limited.
- b. Intelligence and intellectual level influence language development.
- c. Children with the lowest mental retardation are very poor in language. Children with normal intelligence categories will have good language skills. Children with high intelligence can read and understand speech at a very young age.
- d. Socio-economic status, children born into financially disadvantaged families experience language barriers because access to literacy, namely recognizing letters as symbols and sounds, is limited. Apart from that, learning opportunities and nutritional intake are also limited. These children tend to be illiterate, illiterate, or illiterate in both Latin and Arabic.
- e. Gender, girls' vocalizations are faster from the age of two years.
- f. More intense interaction between girls and their parents and peers also increases their vocabulary. Interaction at school between children without differentiating between genders at school makes the language development of girls and boys develop optimally.
- g. Family relationships, a democratic and authoritative family parenting style that views and places children as part of the family, making children learn and gain examples of how to communicate well and have the freedom to express and express what they think and feel through various languages.
- h. Access to communication, openness, and support for interacting with the surrounding environment, including the nuclear family, extended family, community, educational institutions or institutions, and communication media, encourage children's language skills to develop optimally.

Research and Method

The method in this research is included in the qualitative descriptive method. This method was chosen because it aims to create a systematic, factual, and accurate description or depiction of the data, properties, and relationships of the phenomena being studied.

The data used in this research is verbal data. The verbal data is in the form of sentences, namely the speech of junior high school-aged children at State Junior High School 3 Mojosoongo. When middle school-aged children had a conversation, the researcher looked at the ongoing conversation, then the researcher took the speech of junior high school-aged children to identify speech that was classified as a directive speech act. Speeches containing directive speech acts are the data that will be used in this research. Meanwhile, the data source for this research was obtained from junior high school-age children. The data collection technique used in this research used the observation method with participation. Meanwhile, the data collection techniques from this research are in line with Wiryotinoyo's (2013:51) data collection techniques, in which there are four techniques for data collection, namely the proficient in-engagement listening technique, the proficient non-involvement listening technique, the recording technique, and the note-taking technique. The data taken is in the form of oral speech from junior high school-aged children when having conversations with their peers or speech partners.

Data analysis activities in this research involve collecting data, reducing data, presenting data, and drawing conclusions. These four activities or steps are closely related or interact with each other, starting from the process of collecting data on the speech of junior high school-aged children at State Junior High School 3 Mojosoongo to the step of making conclusions from the research results. The utterances analyzed include directive speech acts consisting of utterances: inviting, requesting, demanding, urging, pleading, suggesting, commanding, and giving orders.

Result and Discussion

Forms of Directive Speech Acts in the Learning Interactions of Students at State Junior High School 3 Mojosoongo

The author obtained eight forms of directive speech acts, some forms of speech acts are invitations, requests, bills, urges, requests, suggestions, orders, and giving orders.

A. Speech Act of Invitation

Speech acts that contain the function of invitation speech acts. Prayitno (2011:52), explains that the speech act of invitation is a speech that intends to invite the speech partner to do something as stated by the speaker through joint speech. According to Prayitno (2011:52), the directive speech act of several purposes, namely inviting, encouraging, seducing, supporting, urging, demanding, challenging, demanding, and targeting. The form of the speaker's directive

speech act is an invitation. The form of a directive speech act in this analysis example can be seen from the intonation of the request and the word "come on" as well as the particle "to" uttered by the speaker. Therefore, it can be categorized as a form of politeness act as a directive speech act of asking.

Explicature: Ma'am, come on, let's announce the test scores now!

Lingual markers: Invitational intonation, word: come on, particle: to

Nonlingual markers :

- While learning Indonesian, one of the students asked for the results of the daily Indonesian language test scores to be announced at that very moment.
- Activities when learning Indonesian.
- Speakers from class IX A students.
- Indonesian language teacher speech partner.

Implicature: Pn asked Mt to immediately announce the results of the daily test scores.

The purpose of TKD: Invites interlocutors to immediately announce the results of the daily test scores.

Sub TTD: Invite

Social Status: Class IX A, Pn student, and Mt female.

B. Speech Act of Request

The speech act request contains the function of the speech act of request according to Prayitno (2011:46), namely that is it a speech that aims to request and expect the speech partner to be given something or become a reality as requested by the speaker. According to Prayitno (2011:46), the directive speech act of request has several purposes, namely requesting, hopping, pleading, and offering.

The form of the speaker's directive speech act is a request. The form of the polite act of asking in this example analysis can be seen from the characteristics of the words spoken by the speaker, namely the words "kok and to". Therefore, it can be categorized as a form of politeness act as a form of directive speech act of asking.

Explicature: Ma'am, how come your poetry assignment hasn't been graded yet? I've made it difficult, you know!

Lingual markers : Request intonation, Particles: kok, to.

Nonlingual markers :

- Pn's request to immediately be given grades for Indonesian language subject assignments.
- Activities during Indonesian language learning hours.
- Pn is class IX A.
- Mt is an Indonesian language teacher.

Implicature : Pn asked Mt about the results of the poetry assignment and asked for it to be assessed immediately.

Meaning of TTD : Pn asks to be assessed immediately.

Sub TTD : Request

Social status : Class IX A, Pn student, and Mt female.

C. Speech Act of the Bill

The form of the speaker's directive speech act is a bill. The form of the polite act of charging in this analysis example can be seen from the characteristics of the words spoken by the speaker, namely the word "where" and the particle "you know". Therefore, it can be categorized as a form of politeness act as a form of directive speech act of charging.

Explicature : Ma'am, where are the prizes for those who won last week's quiz?

Lingual markers : Billing intonation, word: mana, particle: you know.

Nonlingual markers :

- Asking Mt to immediately give prizes to last week's quiz winners.
- Activities during Indonesian language learning hours.
- Pn is class IX A.
- Mt is an Indonesian language teacher.

Implicature : Pn asked Mt about the prize for last week's quiz winner and asked him to immediately give the prize.

The meaning of TTD : Pn asks to be given a gift.

Sub TTD : collect

Social status : Class IX A, Pn student, and Mt female.

D. Urgent Speech Acts

The directive speech act of insistence is a type of directive speech act delivered by the speaker to ask the speech partner to immediately carry out the action mentioned in the speech (Rachman, 2015: 5).

The form of the speaker's directive speech act is insistence. The form of a directive speech act in the analysis example can be seen from the intonation of insistence and the word "immediately" uttered by the speaker. Therefore, it can be categorized as a form of politeness act as a form of urgent directive speech act.

Explicature	: Come on, kids, finish the exam quickly because time is running out!
Lingual markers	: Urgent intonation, word: "soon"
Nonlingual markers	: <ul style="list-style-type: none"> - During the Indonesian language exam, the teacher warned students to finish the exam immediately - Activities during the Indonesian language exam. - Indonesian language teacher. - Speech partner for class IX A students.
Implicature	: Pn urges Mt to finish the exam immediately.
The purpose of TKD	: Requesting your interlocutor to immediately complete the Indonesian language exam.
Sub TTD	: Pressure
Social Status	: Class IX A, Mt student, and female Pn

E. Speech Act of Request

The form of the speaker's directive speech act is a request. The form of a directive speech act in the analysis example can be seen from the intonation of the request the word "please" and the particle "you know" uttered by the speaker. Therefore, it can be categorized as a form of politeness act as a form of requesting directive speech act.

Explicature	: Ma'am, yes, I will take part in a debate competition, yes ma'am please, I can do it!
Lingual markers	: Request intonation, body movement of raising a finger, Particles: you know
Nonlingual markers	: <ul style="list-style-type: none"> - During learning, students are instructed to take notes on the material. - One of the students offered to take part in the debate competition which will be held next month. - Activities when learning Indonesian. - Speakers from class IX A students. - Indonesian language teacher speech partner.
Implicature	: Pn persuades Mt to enter Pn in the debate competition.
The purpose of TKD	: To persuade the speaker to allow the speaker to take part in a debate competition.
Sub TTD	: Persuade
Social status	: Class IX A student speaker, mt: Female.

F. Speech Acts of Suggestion

The speech act of advice/suggestion contains the function of the speech act of advice according to Prayitno (2011: 70), namely that it is an instructional speech that contains learned and good lessons from the speaker which can be used as a reason for the speech partner to do something. Advice directive speech acts according to Prayitno (2011:70) have several purposes, namely advising, advocating, suggesting, directing, urging, calling, and reminding.

The form of the speaker's directive speech act is advice/suggestion. The form of the polite act of requesting in the analysis example can be seen from the characteristic of the words spoken by the speaker, namely the words "to, kok, woo". Therefore, it can be categorized as a form of politeness act as a form of directive speech act of advice/advice.

Explicature	: Zaky, ojo to ngono ky... woo Zaky is the head of the goods really (Zaky, don't do that, Zaky is the class president!)
Lingual markers	: Prohibitive intonation, Particles: to, woo, kok
Nonlingual markers	: <ul style="list-style-type: none"> - Activities when learning Indonesian. - Several students were busy, one of them was the class president. - Several students reminded each other. - Speakers from class IX A students. - Classmate speech partners.
Implicature	: Pn advises Mt to be a good example because Mt is the class president.
The purpose of TKD	: Advise the speech partner as a class leader not to join in the crowds in class.
Sub TTD	: Suggestions/advice
Social status	: Speaker and speech partner for class IX A students.

G. Command Speech Acts

The form of the speaker's directive speech act is a command. The form of a directive speech act in the analysis example can be seen from the intonation of the exclamation and the "ndang" article uttered by the speaker. Therefore, it can be categorized as a form of politeness act as a directive speech act of ordering.

Explicature	: Hee.. Rahma, you can't take that!
Lingual Markers	: Exclamatory intonation, particle "ndang"
Nonlingual markers	:

- Students are given the task of taking notes.
- Assignments are collected and assessed by the teacher.
- Because the speaker when called by the teacher did not immediately respond, the speaker asked the speaker to immediately take his book which had been assessed.
- Activities during Indonesian language learning hours.
- Pn is a class IX A student.
- Mt is a classmate

Implicature : Pn asked Mt to immediately take the book because the teacher had finished grading it.
 The purpose of TKD : The speaker's request to the speaker to immediately take the speaker's belongings.
 Sub TTD : Order/command
 Social Status : Class IX A student speaker.

H. Speech Acts of Giving Signals.

The form of the speaker's directive speech act is giving a signal. The form of a directive speech act in the analysis example can be seen from the intonation of the exclamation and the words "ready" and "start" spoken by the speaker. Therefore, it can be categorized as a form of politeness act as a form of directive speech act of giving a signal.

Explicature : In your seat, ready to start praying!
 Lingual Markers : Exclamation intonation, words: ready, start
 Nonlingual markers :

- Students are given a signal to be ready to pray.
- Pn is a class IX A student.
- Mt is a classmate

Implicature : Pn asked Mt to immediately take a ready stance because the activity of praying together was about to begin.
 The purpose of TKD : The speaker's request to the interlocutor to immediately take a stance ready to pray.
 Sub-TTD : Give a signal
 Social Status : Class IX A student speaker

The Intent Contained in the Directive Speech Acts of Mojosoong State Junior High School 3 Students

There are eight purposes contained in directive speech acts, namely inviting, requesting, demanding, urging, pleading, suggesting, ordering, and giving instructions.

A. Intends to Invite

In the following example of a speech excerpt, it is a speech that has the intention of inviting. The speaker invites his speech partner to discuss practice question number 1. Students usually work on practice questions together. Therefore, the speaker invites his speech partner to discuss question number 1 together.

Explicature : Ma'am, let's discuss question number 1 together, okay?
 Lingual markers : Invitation intonation
 Nonlingual markers :

- When learning Indonesian, several students were asked to discuss practice question number 1 together.
- Indonesian language learning is done by working on practice questions, so some students ask to discuss question number 1 together with the teacher.
- Activities when learning Indonesian.
- Speakers from class IX students.
- Indonesian language teacher speech partner.

Implicature : Pn invites Mt to discuss practice question number 1 together
 The purpose of TTD : Inviting speech partners to discuss practice question number 1
 Sub TTD : Invite
 Social Status : Several class IX students, female

B. Intends to Ask

In the following example of a speech act, it is a speech act that has the intention of asking. The speaker asked the Indonesian teacher about poetry assignments that had been piled up on the teacher's desk for three weeks and were not immediately distributed to students. Previously, the speech partner promised the speaker that if the poetry assignment had been graded, it would immediately be distributed to the students. Therefore, the speaker indirectly asks his speech partner to immediately assess his weaving assignment.

Explicature : Ma'am, how come your poetry assignment hasn't been graded yet? I've made it difficult, you know!
 Lingual markers : Request intonation, Particles: kok, to.
 Nonlingual markers :

- Pn's request to immediately be given grades for Indonesian language subject assignments.
 - Activities during Indonesian language learning hours.
 - Pn is class IX A.
 - Mt is an Indonesian language teacher.
- Implicature : Pn asked Mt about the results of the poetry assignment and asked for it to be assessed immediately.
- Meaning of TTD : Pn asks to be assessed immediately.
- Sub TTD : Request
- Social status : Class IX A, Pn student, and Mt female.

C. Intends to Collect

In the following example of a speech act, it is a speech act that has the intention of collecting. Because the speaker asked the Indonesian teacher about the quiz winner's prize. Previously, the speaker promised the speaker that he would give prizes to students who won last week's quiz. Therefore, the speaker indirectly asks the speaker to immediately give the gift that was previously promised.

Explicature : Ma'am, where are the prizes for those who won last week's quiz?

Lingual markers : Billing intonation, word: mana, particle: you know.

Nonlingual markers :

- Asking Mt to immediately give prizes to last week's quiz winners.
- Activities during Indonesian language learning hours.
- Pn is class IX A.
- Mt is an Indonesian language teacher.

Implicature : Pn asked Mt about the prize for last week's quiz winner and asked him to immediately give the prize.

The meaning of TTD : Pn asks to be given a gift.

Sub TTD : Collect

Social status : Class IX A, Pn student, and Mt female.

D. Intended to be Urgent

In the following example of a speech act, it is a speech act that has an urgent purpose. Because the speaker gives a warning to students to immediately complete the Indonesian language exam within the specified time. Previously, speakers were given 90 minutes to take the test. Therefore, the speaker indirectly urges the speaker to finish the exam immediately because time is running out.

Explicature : Come on, kids, finish the exam quickly because time is running out!

Lingual markers : Urgent intonation, word: "soon"

Nonlingual markers :

- During the Indonesian language exam, the teacher warned students to finish the exam immediately
- Activities during the Indonesian language exam.
- Indonesian language teacher.
- Speech partner for class IX A students.

Implicature : Pn urges Mt to finish the exam immediately.

The purpose of TKD : Requesting your interlocutor to immediately complete the Indonesian language exam.

Sub TTD : Pressure

Social Status : Class IX A, Mt student, and female Pn

E. Intent to Request

The following excerpt from a speech act is an example of a speech act that has the intention of begging. Speakers are willing to volunteer if appointed to join in debate competition activities. The speech partners have appointed nine students to take part in this activity. However, the regulations for this activity are that each group must have ten students. Therefore, several students scrambled to volunteer to be appointed as participants in the debate competition. Including one of class IX A students who raised a finger and approached the Speech Partner and explained that the speaker was ready and strong if he participated in a debate competition.

Explicature : Ma'am, yes, I will take part in a debate competition, yes ma'am please, I can do it!

Lingual markers : Request intonation, body movement of raising a finger, Particles: you know

Nonlingual markers :

- During learning, students are instructed to take notes on the material.
- One of the students offered to take part in the debate competition which will be held next month.
- Activities when learning Indonesian.

- Speakers from class IX A students.
- Indonesian language teacher speech partner.
- Implicature : Pn persuades Mt to enter Pn in the debate competition.
- The purpose of TKD : To persuade the speaker to allow the speaker to take part in a debate competition.
- Sub TTD : Persuade
- Social status : Class IX A student speaker, mt: Female.

F. Intends to Suggest

The following speech is an example of a speech that has the meaning of suggesting. Initially, Mitra said she accidentally spilled drinking water on her friend Aini's assignment book. Therefore, the speaker advises the speaker to immediately apologize to Aini, before the teacher gets angry. Because previously, Aini wanted to complain about Mela's actions to the teacher, so that the teacher would scold her.

- Explicature : Mela, try apologizing to Aini instead of getting scolded by a teacher, you know.
- Lingua markers : Intonation suggests, Particles: you know
- Nonlingual markers :
 - Activities when learning Indonesian.
 - Several students asked Pn to immediately apologize to Aini.
 - the interlocutor accidentally spilled drinking water on Aini's assignment book.
 - Speakers from class IX A students.
 - Mela's speech partner.
- Implicature : Pn persuades Mt to immediately apologize to Aini before the teacher gets angry.
- The purpose of TTD to persuade the interlocutor to immediately apologize.
- Sub TTD : Persuade
- Social Status : Speaker and speech partner, class IX A student, female

G. Intends to Rule

The following speech is an example of a speech that has the intention of commanding. The speaker pays attention to the distribution of Indonesian language assignment books that have been assessed by the teacher. Then the teacher called Rahma's name. However, the interlocutor when called by the teacher did not immediately respond. Therefore, the speaker tells the speaker to immediately take his book which has been assessed.

- Explicature : Hee.. Rahma, you can't take that!
- Lingual Markers : Exclamatory intonation, particle "ndang
- Nonlingual markers :
 - Students are given the task of taking notes.
 - Assignments are collected and assessed by the teacher.
 - Because the speaker when called by the teacher did not immediately respond, the speaker asked the speaker to immediately take his book which had been assessed.
 - Activities during Indonesian language learning hours.
 - Pn is a class IX A student.
 - Mt is a classmate
- Implicature : Pn asked Mt to immediately take the book because the teacher had finished grading it.
- The purpose of TKD : The speaker's request to the speaker to immediately take the speaker's belongings.
- Sub TTD : Order/command
- Social Status : Class IX A student speaker.

H. Intends to Give A Signal

In the following example of a speech act, it is a speech act that has the intention of giving a signal. Previously, Mitra said she had started packing because Indonesian language learning had finished and the school bell had rung. Usually before going home, students pray first. Therefore, the speaker directly gives a signal to the speech partner to immediately sit down and pray together.

- Explicature : In your seat, ready to start praying!
- Lingual Markers : Exclamation intonation, words: ready, start
- Nonlingual markers :
 - Students are given a signal to be ready to pray.
 - Pn is a class IX A student.
 - Mt is a classmate
- Implicature : Pn asked Mt to immediately take a ready stance because the activity of praying together was about to begin.
- The purpose of TKD : The speaker's request to the interlocutor to immediately take a stance ready to pray.
- Sub TTD : Give a signal

Social Status : Class IXA student speaker.

Factors that Influence Directive Speech Acts in Mojosoongo 3 State Junior High School Students Learning Interactions

In research on directive speech acts in the learning interactions of students at State Junior High School 3 Mojosoongo, several factors were found that influenced these directive speech acts, including the following.

A. Familiarity

Familiarity according to Argyle & Henderson (1997), namely familiarity occurs in a well-established friendship, including people who like each other, enjoy each other's presence, have similar interests and activities, help and understand each other, trust each other, create feelings of comfortable and provide each other with emotional support. Additionally, by providing a person with the validation, connection, and encouragement they need, intimate (close) relationships increase agentive needs, including the need for achievement, mastery, recognition, and self-esteem (Parger, 1999).

Based on research, it was found that familiarity is a factor that influences directive speech acts in students at State Junior High School 3 Mojosoongo. Students who have personal closeness to their interlocutor tend to use the speech acts of commanding, demanding, suggesting, and challenging, but students who do not have personal closeness to their interlocutor will use sentences or utterances that contain directive acts such as inviting or begging. This is because students view their close friends are part of their family, so the speech acts used by students are certainly not limited by rules, such as when students establish communication or use directive acts with friends or interlocutors who do not have personal closeness to them, students do not hesitate to use directive speech acts such as command, charge or challenge.

An example of the familiarity factor that influences directive actions can be found in the conversation of male students sitting on the same bench in class. Roni and Zaki sit directly next to each other, they interact more often than with other friends. From the results of the observations, the researcher saw that the directive speech acts used by Roni towards Zaki, and Iqbal when having conversations with other friends. Roni tends to use directive speech acts of commanding, urging and even challenging when having conversations with Zaki, which is different from when having conversations with other friends. This is also because Roni is used to interacting with Zaki so he understands Zaki's character better than other friends, in other words, Iqbal and Zaki have developed a close relationship because they sit on the same bench in class.

B. Age

Age is a period since a person existed and can be measured using time units from a chronological perspective. Normal individuals can be seen to have the same degree of anatomical and physiological development (Sonang et al., 2019). Age is also defined as a person's age at the time of rebirth in recent years (Nur et al., n.d.)

The second factor that influences directive actions in the conversations of students at State Junior High School 3 Mojosoongo is age. Researchers found that students at State Junior High School 3 Mojosoongo used a lot of directive actions in learning interactions, such as inviting, requesting, charging, suggesting, and commanding. Students tend to use it more when interacting with interlocutors who are the same age or younger than them, whereas for students who are older than them.

In this study, students often used directive speech acts when interacting with interlocutors who were the same age. For example, Roni uttered a speech act to an interlocutor who was the same age as him. For example, "Where is the notebook I lent you yesterday?" This utterance shows that the age factor influences the directive speech act used. Another thing is that when having a conversation with a teacher, he/she has a respectful attitude so that students will choose directive actions that are more appropriate or sound polite when interacting with the person they are speaking to.

C. Speech Situation

A speech situation is a situation that gives birth to speech (Rustono, 1999: 25). In a speech situation in communication there are two important participants, namely the speaker and the speech partner, or the sender of the message and the recipient.

The speech situation can influence the directive actions used by students in learning interactions. Students will use urgent, commanding, and even challenging directives when interacting. However, students tend not to pay attention to the type of directive actions they use when in non-formal speech situations, for example playing with their classmates without being noticed by adults, namely the teacher.

Apart from that, the speech or directive actions used can influence the speech of the speaker, namely because the speech situation requires using better language when dealing with people who are older than the person they are speaking to.

D. Psychological

Psychological factors are the methods used to recognize their feelings, collect and analyze information, formulate thoughts and opinions, and take action (Lamb, 2001).

The final factor that influences directive actions in students' conversations at State Junior High School 3 Mojosoongo is psychological factors. Students who feel that something is detrimental to themselves will spontaneously issue directive speech such as challenging the person they are saying. For example, when learning that one of the students is being naughty

towards himself, the student will have the initiative to protect or defend himself by returning the same treatment to the student who is being naughty so that a type of directive action emerges in the form of speech that challenges the opponent.

Based on the results of the analysis above, the author provides a discussion in the form of data recapitulation as follows.

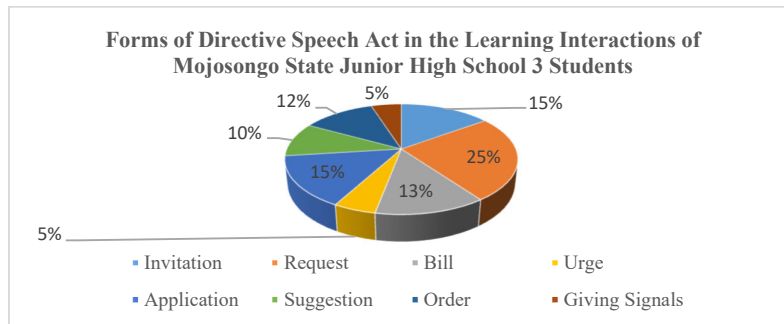


Figure 1. Forms of Directive Speech Acts

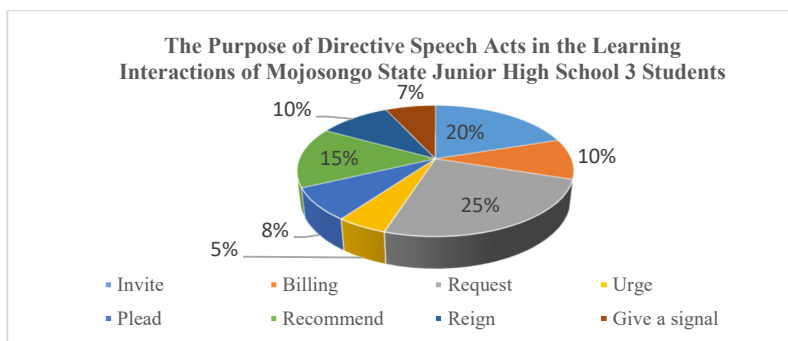


Figure 2. The Meaning of Directive Speech Acts

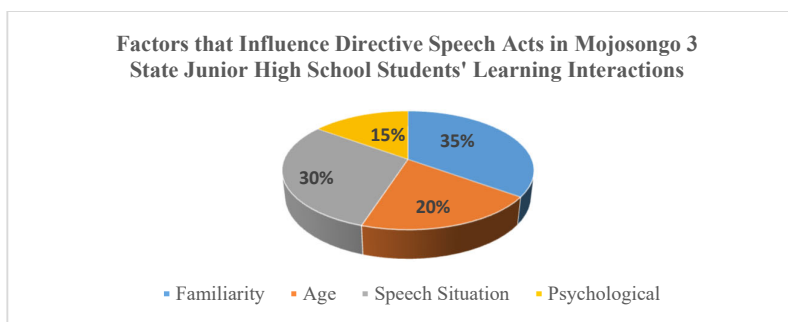


Figure 3. Factors That Influence Directive Speech Acts

Conclusion

Based on the results of data analysis regarding directive speech acts in learning interactions in the school environment for students at State Junior High School 3 Mojosongo. Researchers can draw several conclusions. Directive speech acts are speech acts used by speakers to order other people and carry out an action by the wishes of the speaker regarding the form of directive speech acts in learning interactions for students at State Junior High School 3 Mojosongo. There are several forms of speech acts, namely invitations as much as 15%, requests as much as 25%, bills as much as 13%, pressures as much as 5%, requests as much as 15%, suggestions as much as 10%, orders as much as 12%, and giving instructions as much as 5%. There are also intentions contained in directive speech acts, namely intending to invite as much as 20%, requesting as much as 25%, demanding as much as 10%, urging as much as 5%, requesting as much as 8%, suggesting as much as 15%, ordering as much as 10%, and giving commands. aba as much as 7%. Several factors influence directive

speech acts in learning interactions at State Junior High School 3 Mojosoongo, namely familiarity factors as much as 35%, age as much as 20%, speech situations as much as 30%, and psychological factors as much as 15%. So from the results of these data, many students and teachers use directive speech acts in learning interactions in the school environment, especially in Indonesian language learning.

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