

Analysis of Directive Speech Acts by Indonesian Language Teachers at SMP Negeri 03 Tawang Sari

Hanifah Nur Aini^{1*}, Markhamah²

^{1,2} Faculty of Education Sciences, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

The purpose of this study is to determine the forms of directive speech acts used by Indonesian language teachers at SMP Negeri 03 Tawang Sari. A qualitative descriptive method was used in this study. The data source for this study was the directive speech acts given to students by Indonesian language teachers at SMP Negeri 03 Tawang Sari. This study examined verbal data from teachers and students at SMP Negeri 03 Tawang Sari during the Indonesian language learning process in the form of directive speech acts. In communication, this data serves as a means of conveying messages. The data collection techniques used in this study included free listening, recording, note-taking, and interviewing techniques. Data analysis in this study used data analysis techniques by listening, understanding, organizing, categorizing, connecting categories, and interpreting data based on context. In this study, the researcher used the triangulation method to test the validity of the data. The research findings from the direct teaching of Indonesian language teachers included 32 data: 10 data in the form of direct teaching in commands, 9 data in the form of direct teaching in requests, 5 data in the form of direct teaching in advice, 5 data in the form of direct teaching in prohibitions, and 3 data in the form of direct teaching in invitations. In other words, there are five types of direct teaching in Indonesian at SMP Negeri 03 Tawang Sari: commands, requests, advice, prohibitions, and invitations.

Keywords: *Directive speech acts, teachers, learning*

Introduction

Education is an important foundation in the development of superior human resources. Within the framework of education in Indonesia, the role of teachers is crucial, especially in learning activities at the junior high school level. Teachers not only function as conveyors of material, but also as facilitators who guide students in understanding and internalizing knowledge (Basra & Toyyiban: 2017). The success of the teaching and learning process in the classroom is influenced by various aspects, one of which is the language used by teachers. Teachers play a very important role in providing guidance and instructions to students so that they can achieve the expected learning objectives. One important aspect of the interaction between teachers and students is speech acts, which include various forms of speech used to convey specific meanings and purposes.

Indonesian language learning at the junior high school level plays a crucial role in effectively and communicatively shaping students' language skills. Teachers, as the main facilitators, often use directive speech acts to guide, motivate, and control the teaching and learning process, such as commands, requests, invitations, advice, criticism, and prohibitions. According to Prayitno (2011), directive speech acts are divided into six main forms, in which commands with an instructive function often dominate, reaching up to 431 utterances in one study in high school.

In this situation, speech acts become an important factor that influences how well students communicate in class. Speech acts are divided into locution, illocution, and perlocution, according to Yule (2006:83). The illocutionary component of speech acts will be the main focus of this study. Directive speech acts are one of several categories of illocutionary speech acts. Teachers use directive speech acts in the classroom to direct students to perform specific tasks that enhance learning activities.

According to Searle (1969), directive speech acts serve to influence a person's actions, which can take the form of requests or commands. These speech acts are very important in classroom communication because they can influence the dynamics between teachers and students, as well as determine whether learning objectives can be achieved effectively. Fauziati (2014) states that in Indonesian language learning, the appropriate use of directive speech acts can create a conducive classroom atmosphere and encourage students to be more active in learning.

* Corresponding author: a310220067@student.ums.ac.id

Teachers who use directive speech acts wisely not only guide students in understanding the material, but also motivate them to actively participate in classroom activities. Wijana (2009) states that directive speech acts play an important role in the communication relationship between teachers and students, where teachers are the directors and students are the recipients of directions. The use of clear and firm commands or requests can improve students' understanding of the material being studied.

Several relevant studies on the use of directive speech acts in a learning context were conducted by Yanti et al. (2020), Saputri (2021), Rifa et al. (2023), Larasati et al. (2022), Sarmin et al. (2023), Puspitasari (2020), Hidayanti and Syamsuyurnita (2022), Tressyalina and Ningrum (2023), and Dwitasari et al. (2020), which examined teachers' directive speech acts and students' affective responses. All of these studies show that the application of effective directive speech acts plays an important role in increasing student motivation and engagement in the teaching and learning process. Their studies have similarities and differences with this study. The similarity is that they both focus on the analysis of directive speech acts in the context of Indonesian language learning. The differences are that each study was conducted in different schools, such as SMP Sila Dharma, SMA Negeri 4 Padang, and other schools, which may affect the social and cultural context encountered.

During the learning process, effective communication can be demonstrated by the language used by students and teachers. This is because speech acts are mainly used to convey thoughts and emotions (Ilyas & Khushi, 2012). Imperative speech acts in Indonesia are one type of speech act that is often studied. In addition, politeness is an important aspect of education. Because teachers are the main pillars of education and provide new approaches to learning, politeness is used to encourage positive interactions between teachers and students during the teaching and learning process (Aswat et al., 2022).

The Indonesian Minister of Education, Mariani (2016), stated that there is still a lack of politeness among Indonesian students. Therefore, it is very important to use politeness techniques in the classroom, especially those in line with the 2013 Curriculum, which emphasizes character education. In addition, national education seeks to improve the capacity, character, and dignity of students, as stated in Article 3 of National Education Regulation No. 20 of 2003. Given its significant influence on students' views, especially regarding language politeness, the issue of politeness in language use needs to be considered when teaching Indonesian. Therefore, it is very important to incorporate characteristics of politeness, especially in the classroom learning process.

In Indonesia, the use of language in education needs to take into account existing cultures and norms. Research conducted by Mulyana (2010) entitled "Communication in Various Perspectives" reveals that the way teachers communicate can affect student motivation and engagement in learning. Therefore, it is important to analyze how teachers use directive speech acts when interacting with students. With this understanding, it is hoped that more effective strategies can be found to improve students' understanding of the material being taught. However, despite the importance of directive speech acts in learning, there are still limitations in research that specifically examines how Indonesian language teachers at SMP N 03 Tawang Sari utilize directive speech acts when communicating with students.

Based on this background, this study focuses on the formulation of the main problem, namely what forms of directive speech acts are used by Indonesian language teachers at SMP Negeri 03 Tawang Sari in their teaching? This study aims to identify the forms of directive speech acts used by teachers in learning interactions. By understanding these dynamics, it is hoped that this study can provide deeper insights into effective communication strategies in Indonesian language learning, as well as their contribution to improving the quality of education at SMP Negeri 03 Tawang Sari.

Method

This study uses a qualitative descriptive method. The subjects in this study are Indonesian language teachers who teach Indonesian language in grade VIII. Furthermore, the data sources in this study are directive speech acts uttered by Indonesian language teachers at SMP Negeri 03 Tawang Sari to their students. The data used in this study is verbal data, namely the directive speech acts uttered by teachers and students at SMP Negeri 03 Tawang Sari during the Indonesian language learning process, which function as a means of conveying messages in communication.

In terms of data collection, the data collection techniques used in this study included free listening, recording, note-taking, and interviewing techniques. The researcher also used a mobile phone to record the interviews. Data analysis in this study used data analysis techniques involving listening, understanding, organizing, categorizing, connecting categories, and interpreting data based on context. In this study, the researcher used the triangulation method to test the validity of the data. The collected data was analyzed by applying the matching method. The following are the stages of data analysis carried out by the researcher. 1. Displaying data that is ready for analysis 2. Describing data based on speech act theory 3. Drawing conclusions from the results of data analysis.

Results and Discussion

This study successfully collected data in the form of audio recordings of interactions between teachers and students in Indonesian language lessons in class VIII of SMP Negeri 03 Tawang Sari. There were five types of directive speech acts

found in this study. The types of directive speech acts found in the study were: commands, requests, advice, prohibitions, and invitations. The results of the data analysis are described as follows:

Table 1. Classification of Directive Speech Acts Used by Indonesian Language Teachers at SMP Negeri 03 Tawang Sari

Directive Speech Acts	Number of Utterances
Commands	10 Utterances
Requests	9 Utterances
Advice	5 Utterances
Prohibitions	5 Utterances
Invitations	3 Utterances
Total	32 Utterances

A. Directive Speech Acts of Commands

Prayitno (2017) states that imperative directives are words that intend to instruct the interlocutor to do something. There were 10 instances of imperative directives found in the learning process. The imperative directives used by Indonesian language teachers in the learning process at SMP Negeri 03 Tawang Sari are as follows:

Table 2. Directive Speech Acts of Commands and Their Purposes

Command	Purpose
Zidan, please open your textbook to page 45 and read the structure of the poem aloud.	Direct students to open their textbooks and read the material.
Please complete numbers 1 to 5 in the exercise book	Directing students to do exercises
Listen carefully to the teacher's explanation at the front of the classroom.	Making students focus and pay attention to the material
Please come up to the blackboard and write down your answer.	Directing students to write their answers on the board
Tidy up the table and chairs first.	Directing students to tidy up their desks and chairs
Sit neatly, don't face backwards	Directing students to sit quietly and focus on learning
Do the task carefully	Guide students to work carefully so that their assignments are accurate and their grades are good.
Rocky, come forward and write your answer.	Asking students to come to the front to write down their answers.
The bell has rung, which means time is up. Please collect your assignments.	Direct students to immediately collect their assignments on time after class ends.
Now you two discuss it together.	Direct students to work together in small groups to discuss so that they are more active and focused on the material.

(1) Teacher: “Zidan, please open your textbook to page 45 and read the structure of the poem aloud”. This utterance occurred in an eighth-grade class when the teacher gave an instruction to one of the students to open the book and read it. Utterance (1) is a directive command. This directive command is marked by the words “please” and “read”. These words indicate that the teacher is giving Zidan a command or instruction to perform a specific action, namely opening the book and reading the structure of the poem aloud. This utterance reflects the teacher's effort to guide students in the learning process.

(2) Teacher: “Do numbers 1 to 5 in the exercise book, okay!” This utterance occurred in the eighth grade when the teacher gave the students an instruction to do questions 1 to 5 in the exercise book. Utterance (2) is a directive command. This directive command is marked by the word “do”. In this context, the teacher gives instructions to students to do questions 1 to 5 in the exercise book. This speech act shows that the teacher wants students to actively participate in learning activities by completing the assigned tasks. The command reflects the teacher's efforts to ensure that students understand the material that has been taught and can apply it through practice.

(3) Teacher: "*Listen to the explanation at the front of the class!*" This utterance occurred in the eighth grade when the teacher instructed students to listen to her explanation at the front of the class.

Utterance (3) is a directive speech act. This directive speech act is marked by the word "*listen*." In this context, the teacher instructs the students to pay attention to her explanation in front of the class. This speech act shows that the teacher wants the students to focus and listen actively so that they can understand the material being taught.

(4) Teacher: "*Please come to the front to write your answers on the board.*" This utterance occurred in an eighth-grade class when the teacher gave the command to come to the front to write answers on the board.

Utterance (4) is a directive speech act. This directive speech act is marked by the word "*please*." In this context, the teacher instructs students to come to the front and write the answer on the board. This speech act shows that the teacher wants to actively involve students in the learning process, giving them the opportunity to demonstrate their understanding of the material that has been taught.

(5) Teacher: "*Tidy up your desks and chairs first.*" This utterance occurred in the eighth grade when the teacher gave instructions to tidy up desks and chairs before starting the lesson.

Utterance (5) is a directive speech act. This speech act is marked by the word "*tidy up*." In this context, the teacher instructs the students to tidy up the desks and chairs before starting the lesson. This speech act shows that the teacher wants to create a neat and orderly classroom atmosphere, which can support a more effective teaching and learning process. The students' response of "*Yes, ma'am*" shows that they are ready to follow the instruction, reflecting their obedience and readiness to participate in learning activities.

(6) Teacher: "*Sit neatly, don't face backwards.*" This utterance occurred in class VIII when the teacher was about to begin the lesson.

Utterance (6) is a directive speech act, because the teacher gives direct instructions to students to arrange their seating in an orderly manner. This speech act is marked by the words "*sit*" and "*don't face backwards*," which are commanding and require students to perform or avoid certain actions. In this context, the teacher as the speaker wants the students as listeners to maintain order in the classroom and focus on learning. Therefore, this utterance is a directive speech act in the form of a command, because it aims to get students to immediately take action according to the teacher's instructions.

(7) Teacher: "*Do your work carefully.*" This utterance occurred in an eighth-grade class when students were being given assignments or exercises in class, and the teacher wanted to direct the students to do their work carefully and thoroughly.

Utterance (7) is a directive speech act because the teacher gave direct instructions to the students to perform a specific action, namely to do their work carefully. This speech act is marked by the word "*do*," which is commanding and demands immediate action. In this context, the teacher as the speaker wants the students as listeners to do the assignment well and not carelessly, so that the learning outcomes are maximized. Therefore, this utterance is a directive speech act in the form of a command, because it aims for students to immediately take action according to the teacher's instructions.

(8) Teacher: "*Rocky, come to the front and write your answer.*" This utterance occurred in the eighth grade when the teacher wanted to ask one of the students to show their answer in front of the class.

Utterance (8) is a command speech act, because the teacher gave a direct instruction to the student to perform a specific action, namely to come to the front and write down their answer. The speech act is marked by the words "*come forward*" and "*write*," which are commanding and demand immediate action. In this context, the teacher as the speaker wants the student as the listener to show their answer in front of the class so that the teacher can evaluate the student's understanding. Therefore, this utterance is a directive speech act in the form of a command, because it aims to get students to immediately take action according to the teacher's instructions.

(9) Teacher: "*The bell has rung, which means time is up. Please hand in your assignments.*" This utterance occurred in an eighth-grade class at the end of an activity or when the time for completing assignments in class had expired, when the teacher asked students to immediately hand in the assignments they had completed.

Utterance (9) is a directive speech act, because the teacher gives direct instructions to students to submit the assignments they have completed. This speech act is marked by the word "*collect*," which is commanding and demands immediate action. In this context, the teacher as the speaker wants the students as listeners to complete their obligations in a timely and orderly manner, so that learning activities can be continued or ended according to schedule. Therefore, this utterance is a directive speech act in the form of a command, because it aims to get students to immediately take action according to the teacher's instructions.

(10) Teacher: "*Now you guys discuss in pairs.*" This utterance occurred in the eighth grade during the main learning activity, when the teacher directed students to engage in pair discussions as part of the process of understanding the material being studied.

Utterance (10) is a directive speech act, because the teacher gives direct instructions to students to conduct a discussion in pairs. This speech act is marked by the use of the words "*now*" and "*discuss in pairs*," which indicate an order for students to immediately carry out certain activities according to the teacher's instructions. In the context of learning, the teacher as the speaker wants the students as listeners to work together and actively discuss in order to understand the material being studied. Therefore, this utterance is classified as a directive command because it aims to encourage students to take action according to the teacher's instructions.

Based on these 10 analyses, the objectives of directive speech acts can be grouped into three main objectives, namely creating, instructing, and directing students. The objective of creating focuses on the teacher's efforts to shape students' attitudes and learning conditions, such as making students focused, orderly, neat, and thorough during the learning process. The purpose of instructing is aimed at direct commands, namely instructing students to perform certain actions, such as coming to the front of the class, writing answers on the board, or collecting assignments. Meanwhile, the purpose of guiding is related to the teacher's efforts to guide students' learning activities so that they are in accordance with the learning flow, for example, guiding students to open their books, do exercises, discuss, and follow the learning material systematically.

B. Directive Speech Acts of Requests

Prayitno (2017) states that a request directive is a speech act that aims to ask and expect the interlocutor to give something or make something happen as requested by the speaker. There were nine instances of request directives found in the learning process. The request directives used by Indonesian language teachers in learning at SMP Negeri 03 Tawangsari are as follows:

Table 3. Directive Speech Acts of Requests and Their Purposes

Request	Purpose
Please raise your hand if you want to answer.	Ask students to raise their hands if they want to speak.
Please pay attention to your friend who is giving their opinion.	Ask students to pay attention to and respect their friends who are speaking.
Please raise your hand if you have a question.	Ask students to raise their hands if they want to speak.
Please don't make noise in the back	Ask students not to talk while the teacher is explaining.
Could you please get me the printed book on the teacher's desk?	Asking students to fetch books
Who wants to read their poem?	Inviting students to voluntarily perform poetry readings as a form of participation in learning.
Please, everyone, focus.	Ask students to pay close attention to the lesson.
Please bring your textbooks and SBA for every Indonesian language class.	Ask students to always bring their textbooks and SBA so that learning can run smoothly and students can follow the material more easily.
Can you give an example of personification?	Ask the student (Dian) to give examples of personification to gauge her understanding of the material.

(1) Teacher: *"Please raise your hand if you want to answer."* This utterance occurred in the eighth grade when the teacher asked students to raise their hands if they wanted to answer a question.

Utterance (1) is a directive request. This request is marked by the word *please*. This word indicates a polite request or invitation to students to perform a specific action, namely raising their hands if they want to answer. The use of the word *"please"* reflects a more subtle and respectful attitude towards the listener.

(2) Teacher: *"Please pay attention to your friend who is giving their opinion."* This utterance occurred in the eighth grade when the teacher asked the students to pay attention to their friend who was giving their opinion.

Utterance (2) is a directive request. This request is marked by the word *"please."* With this request, the teacher encourages students to pay attention to their friend who is speaking, creating an atmosphere where every opinion is valued. The use of the word *"please"* shows a polite attitude, which helps build a positive and supportive classroom environment. In addition, this utterance teaches students the importance of listening to and respecting the views of others.

(3) Teacher: *"Please raise your hand if you have a question."* This utterance occurred in an eighth-grade class when the teacher asked students to raise their hands if they had questions.

Utterance (3) is a directive request. This directive is marked by the word *"please."* In this context, the teacher asks students to raise their hands as a sign that they have questions, which creates an orderly atmosphere and encourages the process of asking questions. The use of the word *"please"* shows politeness and invites students to actively participate in the discussion.

(4) Teacher: *"Please don't be noisy in the back."* This utterance occurred in the eighth grade when the teacher asked the students not to make noise or disturb the learning process.

Utterance (4) is a directive request. This directive speech act is marked by the word *"please."* In this context, the teacher is trying to create an atmosphere conducive to learning, while the student who responds *"Yes, ma'am"* shows obedience and understanding of the teacher's request. This reflects a common interaction in an educational environment, where the teacher acts as the class manager and the students are expected to follow the rules.

(5) Teacher: *"Can you please get me the textbook on the teacher's desk?"* This utterance occurred in the eighth grade when the teacher asked a student to get a textbook from the desk.

Utterance (5) is a directive request because the teacher asked the student to perform a specific action, namely to get the textbook from the teacher's desk. This speech act is characterized by the use of the expression “*could you please,*” which is polite and indirect, but still contains the intention for the student to perform the expected action. In the context of learning, the teacher as the speaker wants the student as the listener to help facilitate learning activities by fetching the necessary book. Therefore, this utterance is a directive request speech act, because it aims for the student to perform the action requested by the teacher.

(6) Teacher: “*Who wants to read the poem?*” This utterance occurred in the eighth grade when the teacher wanted to give students the opportunity to read poetry aloud, after the material on poetry had been explained and the teacher wanted to encourage the students to be brave in front of the class.

Utterance (6) is a directive request speech act, because the teacher gives students the opportunity to voluntarily perform an action, namely reading poetry in front of the class. This speech act is marked by the words “*who wants to*”, which indicate a polite and non-coercive invitation. In this context, the teacher as the speaker wants the students as listeners to show their participation and courage in reading poetry, while also practicing their public speaking skills. Thus, this utterance clearly constitutes a directive speech act in the form of a request, as it aims to get students to voluntarily perform the action requested by the teacher.

(7) Teacher: “*Please focus, everyone.*” This utterance occurred in an eighth-grade class during a lesson, when the teacher wanted to get the students to pay attention to the explanation so that the class would remain orderly and the lesson would be effective.

Utterance (7) is a directive request, because the teacher is asking the students to pay close attention to the lesson. This speech act is marked by the word “*please*”, which indicates a polite and non-coercive request. In this context, the teacher as the speaker wants the students as listeners to focus their attention and concentration so that the learning process can proceed in an orderly and effective manner. Therefore, this utterance is a directive speech act in the form of a request, because it aims to get students to voluntarily do what the teacher asks.

(8) Teacher: “*Please bring your textbooks and SBA for every Indonesian language lesson.*” This utterance occurs in the eighth grade when the teacher reminds students before or when the lesson begins to make sure they have all the necessary materials so that teaching and learning can run smoothly.

Utterance (8) is a directive speech act of request, because the teacher asks students to prepare their textbooks and SBAs so that the lesson can run smoothly. This speech act is marked by the word “*please,*” which indicates a polite request without coercion. In this context, the teacher as the speaker wants the students as listeners to prepare themselves by bringing the necessary learning materials so that they can follow the lesson well. Therefore, this utterance is a directive request, as it aims to get students to voluntarily do what the teacher asks.

(9) Teacher: “*Dian, can you give an example of personification?*” This utterance occurred in the eighth grade when the teacher wanted to check the students' understanding after explaining the material.

utterance (9) is a directive request, because the teacher asks the students to give examples of personification as a form of active participation in learning. The speech act is marked by the word “*can,*” which indicates a polite request and invites students to perform a specific action. In this context, the teacher as the speaker wants the students as listeners to demonstrate their understanding and ability in the material on personification. Therefore, this utterance is a directive speech act in the form of a request, because it aims for students to voluntarily perform the action requested by the teacher.

Based on these nine analyses, the purpose of teachers' directive speech acts can be grouped into two categories: requesting and inviting students. The purpose of requesting focuses on teachers' speech acts intended to politely ask students to perform certain actions, such as raising their hands before speaking, paying attention to classmates who are speaking, maintaining classroom order, bringing learning materials, and fetching books. Meanwhile, the purpose of inviting is aimed at utterances that encourage students to voluntarily participate in learning, for example, inviting students to read poems or give examples of figures of speech as a form of active involvement and measurement of understanding of the material.

C. Directive Speech Acts of Advice

Prayitno (2017) states that advice is a piece of guidance containing lessons learned and good advice from the speaker that can be used as a reason for the interlocutor to do something. There were five instances of directive advice speech acts in the learning process. The following are examples of directive advice speech acts by Indonesian language teachers in the learning process at SMP Negeri 03 Tawangsari:

Table 4. Directive Speech Acts of Advice and Their Purposes

Advice	Purpose
Don't be lazy about doing your assignments, because your grades are important.	Advising students to be more diligent

Keep the classroom clean so it doesn't become a breeding ground for mosquitoes.	Reminding students to maintain cleanliness
When taking an exam, don't rush; read the questions carefully.	Reminding students to be careful during exams
The book is read not only to be brought to school.	Remind students that books should be used for learning, not just brought to school.
We must protect the environment and not litter.	Instilling awareness in students to care for the environment by not littering.

(1) Teacher: *"Don't be lazy in doing your assignments, because your assignment grades are important"* This statement was made in the eighth grade when the teacher was motivating students not to be lazy in doing their assignments, because assignment grades are important for their assessment.

Utterance (1) is a directive advice speech act. This directive act of speech can be identified by the words *"don't be lazy"* and *"do your homework"*. The meaning of the above statement is to remind eighth-grade students to keep trying and not procrastinate in completing their homework. This emphasizes that homework grades play an important role in their academic assessment, so it is hoped that students will be more motivated to study and take responsibility for the tasks assigned to them.

(2) Teacher: *"Keep the classroom clean so that it is always clean and does not become a breeding ground for mosquitoes."* This utterance occurred in the eighth grade before an important school activity so that the learning environment would remain comfortable and healthy for everyone.

Utterance(2) is a directive advice speech act because it aims to advise students to take a specific action, namely maintaining classroom cleanliness. The use of the word *"keep"* indicates a command from the teacher, which reflects concern for the health and comfort of students. In addition, this statement has positive implications, in that maintaining cleanliness is expected to prevent the classroom from becoming a breeding ground for mosquitoes and create a more comfortable learning environment. Thus, the statement serves as advice that encourages students to contribute to creating a healthy learning environment.

(3) Teacher: *"When taking the exam, don't rush. Read the questions carefully."* This utterance occurred in the eighth grade when the teacher advised students to read the questions carefully during the exam.

Utterance (3) is a directive act of speech in the form of advice, because the teacher is giving students a recommendation or suggestion to do something specific, namely to read the questions carefully and not rush when taking the exam. In this case, the teacher as the speaker wants the students as listeners to act more carefully and thoroughly for their own good, so that they do not make mistakes during the exam and get the best results possible. Therefore, this utterance is clearly a directive speech act in the form of advice, because it contains recommendations aimed at the students' well-being.

(4) Teacher: *"The book is not only to be brought to school."* This utterance occurred in the eighth grade when the teacher reminded students about the use of books before or during learning, to emphasize the importance of reading and utilizing books as a source of learning.

Utterance (4) is a directive act of speech in the form of advice, because the teacher gives advice or suggestions to students to take a certain action, namely to read books seriously and use them for learning, not just bring books to school without reading them. The purpose of this advice is to guide students to get used to studying in a disciplined and responsible manner, so that they can achieve maximum learning outcomes and master the material well.

(5) Teacher: *"We must protect the environment and not litter."* This utterance occurred in the eighth grade when the teacher was giving guidance or explanations about good attitudes and behavior.

Utterance (5) is a directive advice speech act, because the teacher is advising students to take a specific action, namely protecting the environment and not littering. The purpose of this advice is to guide students to behave well for their own good and that of the environment, thereby creating a comfortable learning atmosphere and environment.

Based on these five analyses, the objectives of directive advice speech acts can be grouped into three objectives, namely advising, reminding, and instilling awareness in students. The objective of advising focuses on the teacher's efforts to provide moral guidance and motivation to students, such as advising them to diligently do their homework and use books as learning tools. The purpose of reminding is aimed at teachers' utterances that serve to remind students to be careful and cautious, for example, when taking exams and maintaining classroom cleanliness. Meanwhile, the purpose of instilling awareness is related to teachers' efforts to shape students' concern and responsibility for the environment, such as not littering and maintaining the cleanliness of the school environment.

D. Directive Speech Acts of Prohibitions

Prayitno (2017) states that prohibitive directives are speech acts that aim to prevent the interlocutor from doing something or forbid them from doing something. Five instances of prohibitive directives were found in the learning process. The following are examples of prohibitive directives used by Indonesian language teachers in the learning process at SMP Negeri 03 Tawangsari:

Table 5. Directive Speech Acts of Prohibitions and Their Purposes

Prohibition	Purpose
Come on, those who have entered the classroom should not leave again.	Prohibiting students from leaving the classroom to maintain order and focus on learning.
Do your work carefully, don't look at your friends' answers, okay?	Prevent cheating so that assignments are honest and accurate.
Don't make a fuss behind my back.	Maintaining order in the classroom so that students can focus on learning.
But don't ask me if this poetry structure material will be on the test tomorrow, okay?	Prohibiting students from asking questions about what will be on the exam, so that they remain focused on understanding the material rather than looking for leaks.
Rocky, don't be late again, okay?	Prohibiting students (Rocky) from arriving late in order to be more disciplined and value learning time.

(1) Teacher: “*Come on, those who have entered the classroom should not leave again.*” This utterance occurred in the eighth grade at the beginning of the lesson, when the teacher started the lesson and organized the students who were already in the classroom to be ready to participate in learning activities.

Utterance (1) is a directive prohibition because the phrase “*do not leave again*” contains an order to prevent students from doing something (leaving the classroom) that is not desired. The aim is to maintain order and concentration among students so that learning can proceed smoothly.

(2) Teacher: “*Do your work carefully, don't look at your friends' answers, okay?*” This utterance occurred in the eighth grade while students were doing classwork assigned by the teacher.

Utterance (2) is a prohibitive directive speech act. The reason is that the utterance is a prohibitive directive speech act because the phrase “*don't look at your friends' answers*” contains an order to prevent students from cheating. The aim is to maintain students' honesty and independence in doing their assignments so that the results are accurate and fair.

(3) Teacher: “*Don't make noise at the back.*” This utterance occurred in the eighth grade during class when the teacher wanted to discipline students who were making noise at the back of the classroom so that the learning process would not be disrupted.

Utterance (3) is a directive prohibition because the teacher used the word “*don't*” to prohibit students from making noise. The aim is to maintain order and concentration in the class so that the learning process can run smoothly.

(4) Teacher: “*But don't ask me what will be on the test tomorrow about the structure of this poem, okay?*” This utterance occurred in the eighth grade during a lesson when the teacher was giving instructions or explaining the material before an exam or test, to remind students not to ask questions about what would be on the upcoming test.

Utterance (4) is a prohibitive directive speech act. The reason is that the speech act is a prohibitive directive speech act because the teacher uses the word “*don't*” to prohibit students from asking questions that will be on the test. The aim is to direct students to focus on understanding the material, not looking for leaked questions, so that learning is more effective and fair.

(5) Teacher: “*Rocky, don't be late again, okay?*” This utterance occurred in the eighth grade after class, when the teacher reprimanded or reminded students about the importance of being on time for class.

Utterance (5) is a prohibitive directive speech act. The reason is that the utterance is a prohibitive directive speech act because the teacher uses the word “*don't*” to prohibit Rocky from being late. The aim is to instill time discipline so that students arrive on time and learning is not disrupted.

Based on these five analyses, the objectives of prohibitive directives can be grouped into three categories: prohibiting, preventing, and disciplining students. The objective of prohibiting focuses on the teacher's efforts to prohibit students from performing certain actions that can disrupt the learning process, such as leaving the classroom without permission, asking questions about exam questions, and arriving late. The purpose of preventing is aimed at utterances that aim to prevent negative student behavior, such as preventing cheating and talking during class. Meanwhile, the purpose of disciplining is related to the teacher's efforts to create an orderly, disciplined, and conducive classroom atmosphere so that students remain focused and the learning process can run well.

E. Directive Speech Acts of Invitations

Prayitno (2017) states that directive invitations contain the intention that the speaker invites the interlocutor to do something as stated by the speaker through joint utterances. There were three instances of directive invitations found in the learning process. The directive invitations used by Indonesian language teachers in learning at SMP Negeri 03 Tawang Sari are as follows:

Table 6. Directive Speech acts Invitations and Their Purposes

Invitation	Purpose
Now it's time for us to start learning, okay?	Encourage students to start learning activities in an orderly manner and be ready to follow the lesson..
Let's read the prayer for learning together.	Inviting students to pray together before studying so that learning runs smoothly and is blessed.
Let's create a poem about the beauty of nature according to your imagination.	Encouraging students to be creative in writing poetry, training their imagination, and increasing active participation in learning.

(1) Teacher: “*Now it's time to start learning.*” This utterance occurs when the teacher opens the lesson and prepares the students to be ready to participate in learning activities.

Utterance (1) is a directive invitation because the teacher uses the word “*we*” to invite students to start learning together. This utterance invites active participation from students without forcing them, so that students feel encouraged to be ready to participate in learning activities. The purpose of this utterance is to encourage students to begin the lesson with awareness and readiness, so that the learning process can take place in an orderly and effective manner.

(2) Teacher: “*Let's read the prayer together.*” This utterance occurs at the beginning of the lesson, before the learning activities begin, as an opening to help students focus and receive blessings in the learning process.

Utterance (2) is a directive invitation, because the teacher uses the word “*let's*” to invite students to do something together, namely reciting a prayer. This statement invites student participation without forcing them, so that students are voluntarily encouraged to participate. The goal is to encourage students to do something together so that learning begins with focus and a good atmosphere.

(3) Teacher: “*Let's create a poem about the beauty of nature according to your imagination.*” This utterance occurred when the teacher was explaining the material on poetry.

Utterance (3) is a directive invitation because the teacher uses the word “*let's*” to invite students to do something together, which is to create a poem about the beauty of nature. This statement invites student participation without forcing them, so that students are encouraged to participate voluntarily. The goal is to encourage students to write poetry using their imagination so that learning is more creative and interactive.

Based on these three analyses, the purpose of the directive speech act of invitation is to encourage students to actively engage in the learning process. The invitation aims to prepare students to be ready and orderly to begin learning, invite students to pray together before learning activities, and encourage students to actively participate and be creative, especially in the activity of creating poetry verses according to their imagination.

Conclusion

Based on the findings of the study, during the Indonesian language learning process, teachers used five types of direct instructions: commands, requests, advice, prohibitions, and invitations. Communication in the classroom showed that the role of the teacher was to gather information, while the role of the students was to receive and convey information. In summary, there are 10 pieces of directive speech data consisting of commands, 9 requests, 5 pieces of advice, 5 prohibitions, and 3 invitations. The most commonly used type of speech in class VII at SMP Negeri 03 Tawang Sari is commands, with 10 pieces of data. Conversely, the type that is least used by Indonesian language teachers is invitations, which only consists of three pieces of speech.

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