

THE ACT OF DIRECTIVE SPEECH IN LEARNING PROCESS AT 8TH GRADE NURUL IKHLAS JUNIOR HIGH SCHOOL

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Abstract. The purpose of this study is to explain the types of directive speech acts and the strategy used in directive speech acts by teachers in classroom learning. This type of research is a mixture of qualitative and quantitative research. The data source is the teacher's speech act in learning in class VIII Junior High School Nurul Ikhlas Padang Panjang. The research instrument was the researcher himself using a recording device, observation sheets, and interviews. Data were collected by observation, recording, survey and interview techniques. Based on data analysis and discussion, the following is concluded. The types of directive speech acts used in the learning process in the classroom by teachers with high to low frequency of use are as follows: requests, statements, requirements, prohibiting, licensing, advice that includes advising, commemorating, proposing. The use of teacher's speech act strategies in classroom learning in the order of frequency of use from high to low is as follows: speaking frankly without further ado, speaking frankly with positive politeness pleasantries, speaking frankly with negative politeness pleasantries, speaking vague, and speak in the heart. Based on the findings and discussion, it is suggested the following. To explain learning material, it is better to use a straightforward speaking strategy without further ado because it makes the speech act message easily and clearly understood. To govern, it is best to use a direct strategy with small talk or a vague strategy because it minimizes coercion and burden on students.

Keywords: directive speech act, teacher, learning, speech strategy

1. Introduction

The process of communication and interaction by humans has a purpose and purpose in speech events that are manifested in speech acts. Every speech act contains the specific intention of the speaker. The speaker understands the intention of the speaker by making an inference. Teacher directive speech acts are often done in classroom learning.

Directive speech act are speech acts carried out by the speaker so that the speaker takes the actions mentioned in the speech.[1] This is in line with the opinion [2] that directive speech acts are speech act designed to encourage speech partners to do what the speaker wants. [3] defines the directive speech act as an action taken as a tool for the interlocutor to take an

action. Based on some of the opinions above, directive speech act are concluded as speech acts that are intended for the speaker to take an action.

The use of language in the learning process can be seen as speech act. Speech act is a theory that examines the meaning of language based on the relationship between speech and the action taken by the speaker [4]. Based on this, the use of language, especially in directive speech act in the context of classroom interaction, can be assessed based on speech act theory as a pragmatic part.

Speech strategy is how someone to produce speech that is interesting and understood by the interlocutor. [5] states that the speech strategy may be applied within a group or as a whole speaker or it may be only as an option used by a speaker individually on a particular event.

Some people have conducted directive speech act research in the teaching and learning process in class, namely [6] discusses the Teacher and Student Directive Speech Act in Class III Learning at Tipo Palu Elementary School. The results of this study found the use of directive speech act in the form of commanding learning. [7] discusses a pragmatic study of the high school teacher directive speech act in classroom teaching activities. In this study found the frequency of the occurrence of directive speech act of high school teachers in classroom teaching activities that include:

- 1) orders
- 2) requests
- 3) suggestions

Discussed directive speech act in the interaction of teaching and learning of Indonesian subjects at Sidenreng Rappang 6 Public Junior High School [8]. The results of research in the types of directive speech act that often arise are direct direct speech act compared to indirect direct speech acts, and directive speech act strategies found in 7 speech functions. Examines the teacher directive speech act in Indonesian language learning at Middle School 15 Padang. In the study, it was found from the five types of directive speech act that teachers tend to do in learning Indonesian in Middle School 15 Padang that are instructed speech acts.[9]

Examined the teacher directive speech act and student responses in learning Indonesian in class VII of Junior High School 2 Painan. The result of the research directive utterances most widely used is the type of speech act ordered. [10] Examined the directive speech acts of teachers in the Palu 19 Public Middle School. The results of this study indicate that the directive speech act of teachers in the classroom are found in the form and function of speech. [11] Examined the directive speech act analysis on teacher and student interactions in learning in class V of Primary School Kanisius. The results of this study found 28 types of directive speech act 'questions'. 10 types of directive speech act 'commands', 2 types of directive speech acts 'requests', 4 types of directive speech act 'advice', and 1 type directive speech act 'prohibition'. [12] Examines the directive speech acts of teachers in learning Arabic. In the research found speech act of asking, praying, inviting, asking, directing, prohibiting, allowing, suggesting, and encouraging. [13]

Although a number of people have conducted research on directive speech act, directive speech action strategies in classroom learning have not been thoroughly studied.

Trends in teaching teacher speech act need to be investigated because students who study at Nurul Ikhlas Middle School are sometimes uncomfortable in the learning process. When the students were interviewed on November 23, 2018, they answered that the discomfort was partly due to the teacher's speech act.

Based on the description above, the researcher is interested in examining the directive speech act. This study aims to explain the types of directive speech act and the use of speech

strategies in teacher directive speech acts in the teaching and learning process in the classroom.

2. Research Methods

This study uses a mixed method, namely qualitative and quantitative. The location of this research is Junior High School Nurul Ikhlas Padang Panjang which is located on Pincuran Tinggi Street, Panyalaian, Ten Koto, Tanah Datar, West Sumatra. The school, which was established 26 years ago, is quite good because all of its students come from outside West Sumatra and abroad.

The subjects of this study were three teachers who taught in class VIII Nurul Ikhlas Junior High School Padang Panjang. The reason for choosing the subject is based on the experience of the teacher who has had teaching experience, so that it is smooth in teaching.

The research instrument was the researcher himself using a recording device, observation sheets, and interviews. The researcher has the role of setting the focus of the study, selecting the informant as the source of the data, collecting data, assessing the quality of the data, analyzing the data, interpreting the data and making conclusions on the findings.

This data was collected by observation and interview techniques. Thus, researchers in an effort to obtain data is done by recording the speech of teachers and students while the learning process in class is underway. In addition, interviews were used with students to determine the level of politeness in the speech acts of the teacher. Recording technique is done by researchers going to the field and recording the voice of the teacher who is teaching in the classroom without the teacher's knowledge. Recorders use mobile phones. Data were analyzed qualitatively and quantitatively based on speech act theory.

3. Discussion

In this section, the discussion of research is concerned with two things that will be revealed based on the objectives of this study, the types of directive speech acts and the strategy of speaking in directive speech acts that can be seen in Table 1.

Table 1. Teacher Directive Speech Acts in Class VIII SMP Nurul Ikhlas Padang Panjang.

	Type of Directives Speech Act						Total
	Demand	Question	Requirement	Prohibition	Permits	Advice	
Amount	53	76	41	8	11	34	223
Presentatif	23,7%	34%	18%	3%	5%	15%	100%

Based on table 1. It can be seen that the speech acts used in the learning process in class are speech act asking, asking, prohibiting, allowing, and advising. The use of speech acts of asking, asking, prohibiting, permitting, and advising can be seen in the following example.

The speech act demand group can be seen in example (1).

- (1) Yes, please Azkia read now!
Ya, silakan Azkia baca sekarang!

Example (1) is a speech act of type of request marked with the word please.
Speech action group types of questions can be seen in example 2.

(2) Do you still remember what the description text is?

Masih ingat itu apa teks deskripsi?

Example (2) is an act of speech which type of question is indicated by what word.

Speech action group types of requirements can be seen in example 3.

(3) So, now the cleric continues to his structure and language again. In the book Marbi there is page 13.

Nah, jadi sekarang ustadzah lanjutkan ke struktur dan kebahasaannya lagi. Di buku Marbi ada tu halaman 13.

Example (3) is a type of commanding speech act which is indicated by the word continue.

The speech act type group advice can be seen in example 4.

(4) Oh, you don't need to use the table.

Oh, nggak usah pakai tabel.

Example (4) is an advising speech act that is marked with the word no need.

Based on table 1, it can be seen that there are seven types of directive speech act, namely groups of questions, requests, requirements, advice, licensing, and prohibitions.

The frequency of use of directive speech acts in the order mentioned earlier is higher and then smaller is as follows (1) group B, namely asking questions, having thoughts and interrogating, (2) group A, namely asking, asking, inviting, encouraging, encouraging, inviting, and suppressing, (3) group C, i.e. governing, commanding, demanding, dictating, directing, instructing, regulating, and suggesting, (4) group F, namely commemorating, proposing, guiding, and suggesting, (5) group E, namely giving permission, allowing, granting, releasing, permitting, giving authority, and granting, (6) group D, i.e. prohibiting and limiting.

Speech Strategies in Directive Speech Actions by Teachers in Classroom Learning can be seen in table 2

Strategi Bertutur						Total
Jumlah	BTTB	BTdBKP	BTdKN	BTSS	BTdH	
						190
Persentatif	44,73%	36.84%	7.89%	7.36%	3.15%	100%

Description:

BTTB : Keep On Lasting Without a Tongue

BTdBKP : Keep Bright with Positive Humor Language

BTdBKN : Keep it Bright with Negative Moral Language

BTSS : Speak Vaguely

BTdH : Speaking the Heart

The frequency of the use of speech strategies in directive speech acts by teachers in learning in class VIII from high to low is as follows: Clearly without further ado (85% out of 85), Continued light with positive politeness language (85 out of 44.73%) , Keep up the light with negative politeness language (70 of 36.84%), speak vaguely (14 of 7.36%), and speak in the heart (6 of 3.15%).

An example of using a speech strategy can be seen in the following example.

(5) Borrow the notes first, okay?

Example (5) is a straightforward-talking strategy that is marked with the word Borrow which is used to express requests and records that are something that is requested .

(6) So, now the cleric continues on to his linguistic structure.

Example (6) is a frank speaking strategy with positive politeness that is indicated by the present word which implies that the speaker invites the speaker to jointly perform the actions stated by the speaker.

(7) Yes, can the one sitting in the front explain it? What is his name?

Example (7) is a frank speaking strategy with negative politeness, the speech is carried out by a teacher to students and their relationship is not yet familiar.

(8) Yes, what else is it, son?

Example (8) is a frank speaking strategy with vague politeness marked with the word Nak. This strategy is used by speakers to soften their speech so that the speech feels polite.

Based on the results of the research in table 2 above, it appears that the straightforward strategy without further ado is most used in teacher directive speech act in learning in class VIII, because in this situation the classroom situation is calm, the topic of discussion in learning without offending the speech feelings and goals is want to achieve is to explain the subject matter, the strategies that teachers tend to use are frank speaking strategies without further ado. With a straightforward speaking strategy without further ado, students can understand the subject matter easily and clearly.

4. Conclusions And Suggestions

The types of directive speech acts used by teachers in learning Indonesian in class VIII Junior High School Nurul Ikhlas Padang Panjang are (1) the demand group, requesting, inviting, encouraging, inviting, and suppressing amounting to 23.7% of 223 data, (2) the question groups that includes asking, interrogating 34% of 223 data, (3) group requirements, which includes governing, commanding, demanding, dictating, directing, instructing, regulating and requiring 18.7% of 223 data data, (4) prohibition groups include prohibit and limit to 3% of 223 data, (5) licensing groups, which include granting permission, allowing, granting, releasing, authorizing, authorizing, and granting 5% of 223 data, and (6) counseling group that includes advising, commemorating, proposing, guiding and suggesting amounting to 15% of 223 data.

The sequential strategies used in directive speech acts in order from high to low are as follows: (1) the question group, (2) the demand group, (3) the requirements group, (4) the advice group, (5) the permit group, and (6) prohibited groups.

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