



Class X 2 Students' Response to Teacher's Directive Speech in the Learning Process at Sma Negeri 1 Sukosari

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ABSTRACT The aim of the research is to describe students' responses to directive speech acts in teacher and student interactions in class X 2 Indonesian language learning at SMA Negeri 1 Sukosari. This research uses a qualitative approach with descriptive research type. The research data is in the form of speech between teachers and students. Data collection techniques use interview, recording and note-taking techniques. Data analysis in research, namely data analysis and discussion, as well as conclusions. The research results showed that positive and negative student responses were in accordance with directive speech acts. According to the data collected, there are directive speech acts of asking, asking, commanding, prohibiting, forgiving, and encouraging.			
Keywords: <i>Learning Process, Student Response, Teacher's Directive Speech</i>			

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INTRODUCTION

School is a place for students to achieve their competencies according to their talents and interests (Golan dkk., 2019). Communication becomes the power in the process of gaining learning experience through teaching and learning activities carried out between educators and students (Park dkk., 2019). Learners' speech to a teacher occurs in unlimited intensity in the interaction and learning process. This digital age is very influential on the growth and development of children's speech styles at school.

Ideal students or in other words called slang if they can use language are able to control their speech (Akaba dkk., 2022). The school environment is where they study and build their character (Li dkk., 2021). The reality in the learning process and interaction in the school environment is still found some students who use impolite language to the teacher.

Humans in everyday life cannot escape communication activities because the key to human interaction is communication, both between individuals and individuals, individuals and groups, and groups and groups (Villarroel Ordenes dkk., 2019). Language functions as a means of communication. In language, there are many aspects

that must be learned so that we can communicate well. One of these aspects is good language attitude (Chartier & Avarguez, 2022). When communicating, we must use good and correct language in accordance with the norms that apply in society. This aims to avoid conflict.

Pragmatics in its study discusses language politeness. Language politeness is a point of view from pragmatics and sociolinguistics (Puerto dkk., 2023). This is based on the reality that language politeness is related to human language behavior in the community. When speaking, people must pay attention to politeness so that the purpose of communication is achieved and no one else is offended by the speech of the speaker.

Along with the times, language politeness is slowly starting to fade, especially among children and the environment is the main factor that affects children's language politeness (Choi dkk., 2021). Many children are less polite in speaking, whether it is to peers or even to older people. Parents at home and teachers at school play an important role in shaping children's polite personalities because children will imitate what they see and hear (Venker dkk., 2019). For example, parents who give bad examples to children in speech, children will imitate them.

The school environment, teachers should pay more attention to their students and provide awareness to them to be able to control their speech (Bandopadhyay dkk., 2023). School is a place to study and build character (Laalo, 2021). Interaction in the learning process requires language politeness (Perta dkk., 2023). However, in reality, there are many students who are not polite and courteous when speaking (John dkk., 2019). For example, when test scores are distributed and there are students who are not polite and polite (Khafaga dkk., 2023). satisfied with their grades will appear impolite speech, such as mentioning various types of animal names in a high tone and not in accordance with the context. Then, there are times when learners do not use formal language when talking to their teachers (Turner & Madi, 2019). In fact, teachers are students' parents at school who must be respected by speaking politely (Diaz-Legaspe dkk., 2020). Therefore, studying pragmatics and language politeness is important so that the meaning of the speech will be conveyed clearly and the speech will also be more polite.

Learning Process

The learning process designed in the Merdeka Curriculum is diverse intracurricular learning by maximizing content. The Merdeka Curriculum gives students enough time to understand and deepen concepts and strengthen competencies (Laalo, 2021). In addition, educators are also given the freedom to plan learning strategies according to the needs of their students (Karandeeva dkk., 2022). Implementation The implementation of the Merdeka Curriculum based on constructivism learning theory requires educators to provide opportunities for students to express their opinions confidently without feeling forced (Lubis dkk., 2022). In addition, educators also play a role in encouraging the emergence of creativity and imagination of students to be able to solve problems and make decisions.

Education is an asset or process that is most important for the integrity and survival of human life (Elangovan & Subedha, 2023). This means that without education

human life will fail completely (Nguyen & Shcherbakov, 2021). The future of the Indonesian nation is in the hands of education as an institution, process and product. Ki Hadjar Dewantoro referred to the tri-center of education consisting of parents (family), school, and community (Matsumoto dkk., 2019). These three aspects normatively have a great opportunity to deliver humans to be better and more honorable for themselves, their families and society (Nabiilah & Suhartono, 2023). Many criticisms have been made of the reality of education, including coming from Nanang Martono in the book *Dunia Lebih Indah Tanpa Sekolah*. In the book, many criticize the reality or products of education that are far from expectations (Rizwan Rashid Rana dkk., 2023). Education is often Education often does things that are inhumane and counter-productive to the vision of education that must prioritize humanization. Education is also often violent when education should have more freedom (Yahya & Setiawan, 2022). In the educational environment, especially schools, violence often occurs which makes the atmosphere uncomfortable for children, as a result children feel uncomfortable in the classroom and then vent to modern markets, and to entertainment venues.

Educational communication is the process of conveying information to people or other parties carried out in a planned manner on the basis of awareness with the intention of producing something useful for themselves, others and society. Every communication always has a communicant (who is invited to communicate) and a communicator (the person who communicates) (Lin dkk., 2022). The relationship between communicants and communicators is very close in the sense that they always interact or relate intensely to convey messages.

Why do we need educational communication? In human life, it is done in various ways to achieve goals (Bornstein dkk., 2020). Not all of them like positive things even though in essence humans are creatures who love goodness. From this, it can be learned that there are still many humans who tend to do negative things, such as brawls, conflicts between elites and each other, drugs, fraud syndicates and robberies ("Female Disney Characters' Linguistic Features in the 1990's," 2021). The occurrence of these evil transactions is also carried out through the communication process between one another.

This phenomenon cannot be said to be educative communication (Furianto & Simanjuntak, 2023) . Sardiman AM (1996) in the book *interaction and motivation for teaching and learning* explained that interaction or communication is said to have educational nuances if it meets the following requirements;

1. On the basis of awareness. This means that the communication that is built is truly known and understood as a whole by the communicator and communicant.
 2. Has a specific and clear purpose. Communication is really intended to build a brotherhood of intimacy between one another.
 3. Directing others towards positive things. This means that what is communicated is really intended for good and right purposes from the perspective of social and religious norms.
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4. Producing products that are useful for themselves and others (society). This means that the communication really has or adds value to the process of human life.

Athur Jensen and Sarah Trenholm (1996), in the book *Interpersonal Communication* explain that communication is determined by formal and in formal factors. Formal factors are things that are empirical and easy to see in plain sight. In formal factors are things that are psychological and sociological. Therefore, communication between people is qualitative and Quantitative (Abdi dkk., 2019). Through various media or means of both hardware and software communication will tend to have a positive meaning for individuals and social life. Communication patterns will incarnate in various realities, including;

- a. Dualistic patterns are communication patterns that run in one direction between communicators and communicants.
- b. Systemic patterns are communication patterns that involve various media.
- c. The cyclical pattern is a communication pattern that inspires each other.

Definition of Student Response and Types of Directive Speech

Learning is not successful if there is no student response. Mulyana (2007: 260) a conscious effort to connect language. Verbal language is the primary means of expressing our thoughts, feelings, and intentions. Verbal language uses words that represent various aspects of reality.

our individual. Nonverbal responses are all cues that are not words (Fernandes & Oliveira, 2021). In addition, Harvey and Smith (in Ahmadi, 1992: 166) divide the response into two parts, namely (a) Positive response, which is a form of response, action, or attitude that shows or shows, accepts, recognizes, approves, and implements the norms that apply where the individual is. (b) Negative response, which is a form of response, action, or attitude that shows or shows rejection or disapproval of the norms that apply where the individual is.

Pragmatics is a study that discusses the meaning of word situations, which are related to the meaning in communication between speakers and speakers. According to Leech, in pragmatics meaning is defined in the relationship between speakers or language users, while semantics meaning is defined solely as the characteristics of expressions in a particular language, separate from the situation, speakers and speakers (Akaba dkk., 2022). That is, the study of pragmatics is the study of the language.

Speech acts have a lot to do with the analysis of what is meant by the utterances spoken by speakers and speakers. Speech acts play an important role in communication because humans can never be separated from the use of spoken language in the form of speech acts when speaking and interacting with society. Speech acts manifested in daily language use are a whole unit that can be studied and cannot be separated from the context and social structure of individuals in society (Mailawati, 2023). In learning, language is used as a tool or means of communication in teaching and learning

interactions. Through good communication activities, teaching and learning interactions are in line with the goals to be achieved. Therefore, the role of language in learning cannot be separated. Without the function of language, teaching and learning interaction cannot run smoothly. Speech events that occur in the classroom involve the active role of a teacher and students in interacting. Teachers are expected to be able to express their thoughts briefly, clearly, completely, and effectively.

While students are expected to have good communication skills in responding to the teacher's words (Diana, 2022). Language learning is basically the process of acquiring communication skills. Therefore, Indonesian language learning aims to improve students' oral and written communication skills (Handayani, 2019).

Directive speech according to Prayitno (2011) is a type of speech act used by speakers to tell others to do something. The results showed that the forms of directive speech acts used by teachers include (1) directive speech acts requestives (asking, inviting, begging, pressing, encouraging), (2) directive speech acts questions (asking, questioning, interrogating) (3) directive speech acts requirments (commanding, requiring, commanding, demanding, dictating, directing, (4) directive speech acts of prohibitives (forbidding, restricting), (5) directive speech acts of permissives (approving, granting, granting, letting, allowing, releasing, forgiving, permitting), and (6) directive speech acts of advisories (advising, warning, proposing, suggesting, encouraging).

In teaching and learning interactions, each type of directive speech act has important meanings (Widiyarti, 2022). The speech spoken by the speaker does not only focus on the function to express and inform something, but also used with the aim of expressing what things are felt by the speaker to the speaker (Widiyarti, 2022).

Research that is relevant to this study, namely in research conducted by Ichsanuddin Bambang, Wienike Dinar Pratiwi, and Een Nurhasanah in 2021 with the title Analysis of Directive Speech Acts in the Novel Lajang-lajang Pejuang Karya Endik Koeswoyo and its Utilization in Learning Speech Texts in Junior High School. The results of the study found types of directive speech acts based on Bach and Harnish's speech act theory in the novel Lajang-lajang Pejuang Karya Endik Koeswoyo, namely there are directive speech acts of suggesting, proposing, advising, commemorating, allowing, agreeing, arranging, prohibiting, directing, commanding, begging, asking, requesting, and inviting (Bambang, 2021).

METHODE

This type of research is qualitative research with descriptive method. This research is classified as qualitative research because it aims to produce descriptive data in the form of teacher speech. The first thing that will be seen is about the teacher's speech acts which consist of directive speech acts and student responses. According to Bogdan and Taylor (in Moleong, 2012: 4) define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Data was obtained by interviewing teachers or students and some recordings from students.

RESULT AND DISCUSSION

The article will explain the data obtained from interview activities with teachers and students related to the teacher's directive speech acts in learning. The data obtained is adjusted to the type of teacher's directive speech acts and then juxtaposed with the responses from students.

The first data obtained proves that in the process of learning Indonesian in class X 2 students, the teacher controls the classroom interaction through the utterances, one of which uses directive speech. The first form of directive speech is requestives, which is a form of speech uttered by teachers to ask, beg, plead, pressure, invite, pray, invite, and encourage. In its application in the learning process in the early activities, the teacher only uses the requestives form of speech. The following is the form of directive speech requestives used by the teacher.

Teacher and Student Dialogue	Meaning
Context: The teacher asks the students to take off their jackets in the classroom. (directive speech request) G : "Please take off your jackets first before preparing and praying". S : "Yes ma'am." (Students immediately take off their jackets)	- The teacher's speech is in accordance with the theory above and similar research conducted by Ichsanuddin Bambang, Wienike Dinar Pratiwi, and Een Nurhasanah in 2021. The teacher's directive speech is classified as requestives. - Student responses according to the theory above can be said to be positive verbal responses. Students with positive responses immediately follow the teacher's request to take off their jackets.
Context: The teacher asks the students why they overslept. (directive speech asking) G : "Why did you come late?" S: "I overslept ma'am...." G : "Why are you late?" S: "Last night I went with my father to deliver vegetables."	- The teacher's speech is in accordance with the theory above and similar research conducted by Ichsanuddin Bambang, Wienike Dinar Pratiwi, and Een Nurhasanah in 2021. The teacher's directive speech is classified as question directive speech which is classified as asking. - The student's response includes a negative verbal response because there is an error in responding with the wrong understanding.

	The communication should simply be answered "Last night, I went with you to send vegetables." not "I overslept" because the word overslept does not indicate the reason for lateness.
Context: The teacher tells all students to form groups G : "Children, to make it easier for you to complete the task this time, immediately form a group!" S : "Ready ma'am...." (Most of the students)	- According to the theory above, the teacher's directive speech is classified as directive speech of requirements which is classified as commanding. - Student responses according to the theory above can be said to be positive verbal responses. Students with positive responses agree to the teacher's directive speech that commands to form groups. - Educational application is also in line with the theory of Sardiman AM (1996) in the book interaction and motivation of teaching and learning which states that educational communication can realize a positive response as motivation in learning.
Context: The teacher forbids playing cell phones during lectures. G : "Come on, S and T, don't play with your cell phones when P. The teacher is explaining!" S : "Y ma'am, I will not repeat it again (a group of students who play cell phones)	- The teacher's speech according to the theory above the teacher's directive speech is classified as prohibitive directive speech which is classified as prohibiting. - The student's response according to the theory above can be said to be a positive verbal response. Students respond well to what the teacher prohibits. A group of students who played cell phones responded with good speech and followed the teacher's prohibition not to play cell phones while being explained.

Context: The teacher forgives students who have not maximally completed the task. G : "For students who were absent yesterday, I forgive you but you have to submit the assignment again next week better." S : "Yes ma'am, thank you..." (Some students who were absent)	- The teacher's speech according to the theory above the teacher's directive speech is classified as permissives directive speech which includes forgiveness. - Student response according to the theory above can be said to be a positive verbal response. Students can respond well to the teacher's directive speech that forgives students' shortcomings in submitting less than optimal assignments.
Context: The teacher forgives students who have not maximally completed the task. G : "Children, I hope you will keep up the spirit of learning to face the SAS next week." S : "Yes ma'am..." (all students answer simultaneously)	- The teacher's speech according to the theory above the teacher's directive speech is classified as advisories directive speech which is classified as encouraging. - The student's response according to the theory above can be said to be a positive verbal response. Students respond well to the teacher's directive speech that encourages students to keep their enthusiasm for learning in preparing themselves before the implementation of the End-of-Semester Summative (SAS).
Konteks : Guru menanyakan alasan kepada siswa mengapa tidak masuk. G : "Mengapa tidak masuk kemarin Nak?" S : "Sakit Bu" G : "Sakit apa?" S : "Panas Bu.	- The teacher's speech is in accordance with the theory above and similar research conducted by Ichsanuddin Bambang, Wienike Dinar Pratiwi, and Een Nurhasanah in 2021. The teacher's directive speech is classified as question directive speech which is classified as asking. - The student's response includes a positive verbal response because the student answers with a good response and says that he is

	absent due to illness.
Context: The teacher asks all the students to read an example of an anecdote text. G : "Students, read the example of anecdotal text that you have shared in the group!" S : "Yes sir...." (Most of the students)	- - According to the theory above, the teacher's directive speech is classified as directive speech of requirments which is classified as commanding. - - Student responses according to the theory above can be said to be positive verbal responses. Students with a positive response agree to the teacher's directive speech that commands to read anecdotal text examples that have been shared by the teacher. - - The application of educative communication is also in line with the theory of Sardiman AM (1996) in the book Interaction and Motivation of Teaching and Learning which states that educative communication can realize positive responses as motivation in learning in class.

CONCLUSION

The results of the research found in the interaction between teachers and students in the classroom found that students' verbal responses were mostly positive and a small percentage of negative verbal responses. The data analysis determined that there are 6 (six) functions of directive speech acts. The teacher's role in teaching and learning interaction is in line with the opinion that directive speech acts are the most common speech acts found in teaching and learning interaction (Kurniawati, 22). In teaching and learning interaction, the teacher's speech is almost dominated by the functions of directive speech acts (Kurniawati, 22). All responses of learners are the result of directive speech acts whose functions are requesting, asking, commanding, prohibiting, forgiving, and encouraging. The teacher becomes the leader in directing the flow through speech during the teaching and learning process (Kurniawati, 22).

The use of language, especially in Indonesian language learning, is very important to use polite speech because in the world of language education with more polite use the level of speech is considered more educative. This applies to directive speech acts found in interactions in educational relationships that rely on conversations between teachers and students in the teaching and learning process. A teacher has the authority to convey or give requests, ask, command, prohibit, forgive, and encourage students. This is what

strengthens the reason for the use of directive speech acts in education (Alfiansyah, 2021). Students' responses can be said to be very positive because only a small percentage of students' negative verbal responses were found.

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