Directive Speech Act in Interactive Videos of Indonesian Language Learning in Senior High School

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Abstract

Directive speech act is very important in learning interactions because it makes it easier for students to understand learning material. Seeing the COVID-19 pandemic situation, learning was carried out online, so teachers had to use other alternatives in delivering material. One of them is using digital media in the form of interactive video lessons. Interactive videos make it easier for students and teachers to carry out learning. This study aims to describe directive speech acts in interactive learning videos in high school. The data of this research is in the form of directive speech acts in interactive learning videos of Indonesian in Senior High School. The data source is an interactive video document of Indonesian language learning in Senior High School which was obtained from the Teacher Room and Senior High School Directory of the Ministry of Education and Culture. The technique of collecting data used listening and taking notes. The data validity used source and theory triangulation. The data analysis technique used interactive data analysis (Miles and Huberman). The results of the study concluded that there were fifty-three directive speech act data consisting of: requests for twenty-four data, orders as many as seventeen data, ordering as many as two data, and giving advice as many as ten data.

Keywords: *Locution; Director's Speech Actions; Interactive Videos.*

Introduction

Humans as social creatures always interact with each other. In interacting with each other, humans need a communication tool. This communication tool is called language. Language is a system of sound symbols used in communicating (King & Wardhaugh 1970:3). The use of Indonesian in the teaching and learning interaction process is a form of communication. Communication is the most important part of human life. By communicating, humans can send messages through ideas, thoughts and ideas.

The role of teachers and students in communication is crucial and there is a reciprocal relationship (Stubbs,1983:43). The teacher has power over the students in the classroom. The implementation of the current 2013 curriculum which requires student-centered learning, however the teacher still has the responsibility of managing the class, changing the knowledge of students, and

providing facilities to facilitate the learning process, therefore teachers should do a lot of speaking in class such as opening learning, motivating students, explaining material and closing learning. The teacher's role in speaking is known as speech act.

Speech acts that occur in certain contexts in the classroom take the form of directions. The teacher uses directions for students to do something. Speech acts in the form of directions are called directive speech acts. A directive speech act is a speech act intended by the speaker to the speech partner to take an action. Directive speech acts are very important in order to clarify the teacher's utterances in delivering material. In addition, with directive speech, it will train students' sensitivity to the speech given by the teacher. In this context the teacher is the speaker and the student is the listener (speech partner). Directive speech acts are part of a pragmatic study. Pragmatics is the study of the relationship between language and context (Levinson 1983:9). In this case, the relationship between the speech spoken by the teacher is related to the context situation. In pragmatic studies, directive speech acts include: orders, orders, requests, and giving suggestions (Yule, 1996:93).

The Covid-19 pandemic era has prevented learning from running effectively. The government issued a policy so that learning can be done online, this is to prevent Covid-19. The policies issued by the government cause the world of education to adapt to the situation. Several things that need to be considered in the world of education, namely having to adapt to the management of learning that must adapt to the conditions of students. One of them is the learning methods and media used by the teacher. The use of interactive digital media is very helpful for students and teachers in the learning process. Digital media research can create creative and effective teachers which is a challenge in the future (Gan, Menkhoff, & Smith, 2015:653). Digital media during a pandemic has a pretty good role and creates a high spirit of literacy later (Jaelani et.al., 2020:12), (Asrin et al., 2020,93).

The use of interactive videos by the teacher can make it easier for students to absorb learning material. Currently, the government has issued online learning facilities, namely the teacher room and directory of high schools. In the teacher's room, there are learning materials that are packaged attractively. The presence of the teacher's room has a positive impact on students and supports learning activities (Fattah & Sujono 2020:180), (Hasanah, Wati, & Riana 2019:1). The teacher delivers material with various speeches according to their respective ways. Home learning portal, well received by the community and bring many benefits (Susilawati, 2019:41), (Yanti et al., 2020).

The appearance of directive speech acts in interactive videos of Indonesian language learning must be considered, because it greatly influences students' understanding. Instructions or instructions given by the teacher in interactive videos can sharpen students' comprehension and sensitivity to the teacher's speech, because in the video the teacher communicates without direct speech partners. So research on directive speech acts in Indonesian interactive videos is very important. The purpose of this study was to describe the directive speech acts in the interactive video in Indonesian in Senior High School. The benefits of this study are to enrich linguistic knowledge in the pragmatic field and to develop students' sensitivity to teacher speech.

Method

The type of this research is qualitative research, with a descriptive analysis. Data in qualitative research are in the form of words, phrases, clauses, and sentences (Bryman, 2004:269). The research data is in the form of directive speech acts in interactive learning videos of Indonesian in Senior High School. Sources of data in this study were in the form of interactive video documents of Indonesian language learning in high schools which were obtained from the teachers' room and Senior High School Directory of the Ministry of Education and Culture. The first way to obtain data is by listening to interactive learning videos of Indonesian in high school to get data in the form of directive speech acts. The next

technique uses the note technique. The note-taking technique is to record some forms that are considered relevant and can be included in the research from the use of the language used in writing (Mahsun, 2014:93). The data validity of this research data using source triangulation and theory triangulation. Data source triangulation is done by examining the evidence from the source and using it for justification that is coherent with the expected research (Creswell, 2009:191). The validity of the data in the form of directive speech acts was tested according to the theory used to analyze, namely using George Yule's theory. The data analysis technique in this study used interactive data analysis. Interactive data analysis has the following steps: data collection, data reduction in accordance with the existing problem formulation, compiling the reduced data according to the groups, and finally drawing conclusions (Miles & Huberman, 1994:17).

Result and Discussion

Directive Speech Act in Interactive Videos of Indonesian Language Learning in Senior High School

This study examines the directive speech acts contained in the interactive learning videos of the Teacher's Room and Senior High School Directory of the Ministry of Education and Culture (a) requests; (b) command; (c) ordering; (d) giving suggestion. The results of research on directive speech acts contained in interactive videos of learning in high school are presented in the following table:

Table 1. Directive Speech Act in Interactive Videos of Indonesian Language Learning in Senior High School

No	Speech Act's formation	Amount
1	Permintaan Requests	24
2	Perintah Command	17
3	Memesan Ordering	2
4	Pemberian Saran Giving Suggestion	10
Jumlah Amount		53

The table above shows that the teacher uses directive speech acts with the aim of influencing speech partners to do something. The realization of directive speech acts is shown in the following examples:

Requests

Data 1
Speech Context:
The video shows an example of a student's conversation discussing the structure of a layered egg. Then the teacher asks the audience whether the structure of the egg layer can be compared to that of the earth's layer.

Speech's Form (1):

Guru (Pn): Adik-adik kakak mau tanya nih, apakah lapisan-lapisan telur mengingatkan sesuatu yang memiliki struktur atau lapisan yang dapat disamakan? kalau kakak, melihat struktur telur, kakak jadi ingat struktur bumi hlo adik-adik (01/MI/Eksplanasi)

Teacher (Pn): Do you want to ask, do the layers of eggs remind of something that has a structure or layers that can be compared? if you look at the structure of the egg, you will remember the structure of the earth hlo you (01 / MI / Eksplanasi).

Speech (1) shows the directive speech act of 'request'. The teacher gave the speech to the audience. Indirectly, the teacher wants the audience's curiosity about the question posed, namely the layered structure of the egg which can be likened to the structure of the earth. The speech act is a speech act asking for information.

Data 2
Speech Context:
In the video the teacher gives examples of student conversations discussing the layered structure of eggs. The teacher explained that the structure of the egg layer consists of four layers. Then the teacher begins to enter the explanatory text material by asking the audience whether the structure of the explanatory text is the same as the egg palisan structure which has four structures.
Speech's Form (2):

Guru (Pn):   Lalu bagaimana dengan teks eksplanasi ya ? apakah memiliki empat juga ? (05/MI/Eksplanasi)

Teacher (Pn): Then what about the explanatory text? does it have four too? (05 / MI / Explanation)

Speech (2) shows the directive speech act of "asking for information". The teacher gave the speech to the audience. Indirectly, the teacher wants the audience's curiosity about the question posed, namely whether the structure of the explanatory text is the same as the structure of the egg layer which has four structures.

Data 3
Speech Context:
The teacher finishes explaining the material about the structure of the explanatory text, then he wants to know how far the audience can listen to the explanation given.

Speech's Form (3):
Guru (Pn)   : Setelah mengetahui strukturnya, sekarang mari kita lihat seberapa baik daya simak kalian tentang informasi yang baru kakak sampaikan tadi ? (07/MI/Eksplanasi).

Teacher (Pn): Now that you know the structure, let's see how well you can see the information that you just conveyed? (07 / MI / Explanation).

Speech (3) shows the directive speech act of "asking for information". The teacher gave the speech to the audience. Indirectly, the teacher wants to know the information to what extent the audience's understanding of the structure of the explanatory text structure after listening to the explanation of the material presented by the teacher.

Data 4
Speech Context:
One morning, Rio was sitting pensive in the garden while reading a book. Then Cindy decided and asked why she was pensive.

Speech's Form (4):

Cindy (Pn): Mikirin apa? Ga biasanya kamu diam-diam. Baca buku apa? Aku lihat boleh ? oh ini yang buat kamu termenung ? emang tugas kamu belum siap yah ?

Rio (Mt)   : Iya Cindy, sebenarnya aku belum paham cara menganalisis nilai dlam novel. Kamu udah paham ?ajarin aku dong (30/Mda/Novel)

Cindy (Pn): What are you thinking about? You're not usually secretive. Read what book? Can see? oh this is what makes you pensive? is your task not ready yet?

Rio (Mt) : Yes Cindy, actually I don't understand how to analyze values in a novel. Do you understand? Teach me please (30 / Mda / Novel)

Speech (4) shows the directive speech act "asking to be taught". The speech "Do you understand? Teach me," was told by Rio to Cindy. Rio asked Cindy to teach and explain how to analyze the values in a novel.

Data 5
Speech Context:
The sponsor promises Student C to come to his office tomorrow afternoon. Then student C made an announcement and asked his friends to meet with the sponsor after school.

Speech's Form (5):
Siswa C (Pn)   : Terima kasih atas bantuannya. Assalamualaikum. Teman-teman nanti setelah pulang sekolah kita diminta menemui pihak

Semua siswa (Mt) : Asik...(93/Me/Negosiasi)

Student C (Pn)   : Thank you for your help.Assalamualaikum. After school, we are asked to meet with the sponsor.
All students (Mt)   : Fun ... (93 / Me /Negotiation).

Speech (5) shows the existence of the directive's speech act "asking". The statement "Friends later after school we are asked to meet with parties" was said by Student C who was addressed to his friends. Student C asked that after school he and his friends meet with the sponsor. In the utterance the lingual marker 'request' is marked by the verb 'ask'.

Command

Data 6
Speech Context:
After finishing explaining the material, then the teacher gives examples of explanatory text structure questions to the audience. The teacher instructs the audience to answer questions from him

Speech's Form (6):
Guru (Pn)   : Jawab pertanyaan berikut ya, mana yang bukan merupakan struktur teks eksplanasi ? apakah A(identifikasi) B(interpretasi) atau C (ilustrasi)? (08/eksplanasi)

Teacher (Pn)   : Please answer the following question, which one is not an explanatory text structure? is it A (identification) B (interpretation) or C (illustration)? (08 / explanation).

Speech (6) shows a directive speech act to 'rule'. Speech is spoken by the teacher to the audience. The teacher wants the audience to answer questions about the structure of the explanatory text. Speech "Answer the following question yes" lingual marker which indicates that the speech is a "command" speech act, which is marked by the presence of the lingual verb "answer".

Data 7
Speech Context:
Student A went to the room for the KTP-making officer and reported his insight and ordered by another officer to take a photo. After that the KTP maker officer ordered him to sign, fingerprint and wait in front

Speech's Form (7):
Petugas (Pn)   : Tanda tangan di sini. Lalu cap cari menggnakan tangan kanan. Tunggu depan yah

Siswa A (Mt)   : Terimakasih pak (55/prosedur)

Officer (Pn)   : Sign here. Then stamp search using your right hand. Wait ahead
Student A (Mt)   : Thank you sir (55 / procedure).

Speech (7) indicates a directive speech act for 'ruling'. The KTP officer uttered the speech to Student A. The KTP officer ordered Student A to sign, fingerprint, and wait in front. The words "Sign here. Then stamp search using the right hand. Wait ahead, yeah "the lingual marker which shows that the speech is a" command "speech act, which is marked by the presence of a lingual verb" here and wait ".

Ordering

Data 8
Speech Context:
One of the students asked the picket guard to go to the sub-district to make an ID card. Then the picket guard asked and gave a message to return the letter and not go anywhere after coming from the district.

Speech's Form (8):
Penjaga Piket (Pn)   : Jangan kemana-mana ya pulang dari kecamatan. Ini untuk di satpam, untuk di kelas, dan untuk dikembalikan ke Ibu, nanti pulang dari kecamatan tolong kembalikan ke Ibu. Ingat jangan kemana-mana (52/Prosedur)

Picket guard (Pn)   : Don't go anywhere, yes, go home from the district. This is for the security guard, for the class, and to be returned to the mother, later returning home from the district please return it to you. Remember not to go anywhere. (52 / Procedure).

The speech contained in the data (8) is the speech act of the "ordering" directive. The speech was conveyed by the picket guard to one of his students. The picket guard wanted him not to go anywhere after returning from the sub-district and returning the letter to him. The directive's speech act is aimed at the speech "Don't go anywhere, come home from the sub-district ...." In this data, the directive speech act "Ordering" is manifested by the presence of a lingual marker "don't go anywhere" which means ordering.

Data 9
Speech Context:
Student D and Student C will contact the sponsor and student C will ask student D to contact him, but he orders student D to just send a message and do not call him because he is afraid he is busy.

Speech's form (9):
      Siswa C (Pn)   : Ya sudah kamu kirim pesan ya tapi jangan ditelpon takutnya beliau sedang sibuk.

      Siswa D (Mt)   : Baiklah aku saja yang menghubungi (90/Negosiasi)

      Student C (Pn)   : Yes, you sent a message, but don't call, I'm afraid he's busy ..
      Student D (Mt) : OK, I'll call (90 / Negotiation).

The speech contained in the data (9) is the speech act of the "ordering" directive. The speech was conveyed by student C to student D. Student C ordered student D not to call the sponsor but simply send a message. The speech act of the directive memsan is aimed at the speech "... Do not call, afraid he is busy". In this data, the directive speech act "Order" is manifested by the presence of a lingual marker "do not call" which means ordering.

Giving Suggestion

Data 10
Speech Context:
The tasks that Andi, Mira, and their friends had done were borrowed by Ristif. Mira suggested that together take up the task at Ristif.

Speech's form (10):

        Andi (Pn)   : Wah bagaimana kan kamu yang tulis?

        Mira (Mt)   : Baiklah begini saja, bagaimana kita cari Ristif dan mengambil bukunya. (65/Drama)

        Andi (Pn)   : Wow, how did you write it?
        Mira (Mt)   : All right like this, how do we find Ristif and take the book (65 / Drama).

The speech contained in the data (10) is a directive speech act of "giving advice". Andi conveyed the speech to Mira. Mira gave a suggestion to find Ristif to take the book they had been working on. The directive speech act of giving suggestions is aimed at the speech "it should be like this ...". In these data, the directive speech act of "giving suggestion" is manifested by the presence of a lingual marker "should" which means that means suggesting.

Data 11
Speech Context:
Selo, David, Manda, and Mira will do the observation report assignment. Then David invited his friends to make observations around the school. Manda gave suggestions to divide into two groups to make it faster

Speech's Form (11):
      David (Pn)   :Bagaimana kalau kita langsung keliling teman-teman?

Manda (Mt)	:Sepertinya lebih cepat kita observasinya berdua aja deh, ? nanti aku sama Ica, Selo sama Dafid. Gimana ? (107/LHO)
David (Pn)	: How about we just go around with friends?
Manda (Mt)	: Looks like we are faster just the observations alone ,? I'll be with Ica, Selo and David. How? (107 / LHO).

The speech contained in the data (11) is the speech act of the directive "giving suggestion". David conveyed the speech to Manada. Manda gave his insightful advice to make observations faster, so he divided the two groups into groups consisting of only two people. The directive speech act of giving suggestions is aimed at the speech "it seems faster ...". In these data, the directive speech act of "giving suggestion" is manifested by the presence of a lingual marker "seems" which means it implies meaning.

Conclusion

The use of directive speech acts in learning is very important because it strengthens students' understanding in receiving speech from the teacher. However, during the Covid 19 pandemic, learning was carried out online, thus requiring schools, especially teachers to use learning methods or media that were suitable and in accordance with the conditions of students. Seeing these conditions, teachers must be creative and innovative in managing their learning even though they are online. One alternative is to use digital media in the form of interactive video lessons. Interactive videos are very helpful for teachers in delivering material and can save time. Students are also very helpful because by watching videos they will understand more and basically students prefer interactive media. In addition, the speech uttered by the teacher in interactive videos will sharpen the understanding and sensitivity of students to the teacher's speech acts. The results of research on directive speech acts analyzed using Yule's theory (1996) can be obtained as follows: (1) speech acts of directive requests can be obtained from two and four data, (2) speech acts of directive commands can be obtained seventeen data (3) speech acts The ordering directive obtained two pieces of data, and (4) the speech act of the suggestion giving directive obtained ten data.

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