Directive Speech Act in Learning Indonesian at Vocational School 1 Kefamenanu

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Abstract

Directive speech act in learning is a language act that pays attention to the conversation context. Its conversation context deals with who, to whom, what, and how the speech is conveyed. Therefore, it becomes an attention for teachers and students in the learning process. This research was conducted to describe the directive speech act between the teacher and the students and students in learning Indonesian at Vocational School 1 Kefamenanu. This study aimed to determine directive speech acts in the Indonesian learning process at Vocational school 1 Kefamenanu. The method used descriptive qualitative research. The object of this research was the utterance between teachers and students and among students. This study's subjects were teachers and students involved in the Indonesian learning process at Vocational school 1 Kefamenanu. Data collection techniques in this study were carried out by observation, recording, and note-taking. This research's data analysis technique was to describe the recording results, data reduction, data interpretation, and conclude. The results of the study at Vocational school 1 Kefamenanu showed that the use of directive speech acts carried out by teachers and students was more dominant than the teacher. It happened because the teacher is a good illustration in speaking and being polite in language.

Keywords: *Directive Speech Act; Learning Indonesian*

Introduction

The directive speech act in learning Indonesian becomes the study's attention in this section is directive speech, a functional unit in communication. The directive speech acts in the school environment, especially in the Indonesian learning process, focus on students and teachers. The utterance delivered by the teacher can affect the interlocutor, namely the students; meanwhile, the utterance conveyed by the student affects the interlocutor, namely the teacher. The utterance contains the politeness value, which affects the teaching and learning process in the classroom.

The teacher in the learning process often uses directive speech acts. The conveyed utterance is in the form of verbal expression utterance. The purpose of an utterance is to influence the interlocutor to act to what is conveyed by the speaker. Research on directive speech acts and language politeness was

carried out by several previous researchers, namely Qomariayah (2017), Sumarti (2015), Ardianto (2013), Alfih Iin (2014), Yuliarti (2015), Prayitno, H (2011), and (2009), Astuti, M (2017), Safar, M (2016). From some of the previous researchers, it was found that teachers and students used directive speech acts at the pre-learning, the prior learning, and the post-learning.

A directive speech act is also called an impressive speech act, a speech act that the speaker carries out to make the other person do the action said in the utterance. Utterances included in this type of speech act include forcing, inviting, asking, ordering, demanding fulfillment, urging, begging, suggesting, reigning, giving cues, or challenging.

For example, "please leave this class." This utterance is included in the directive speech act because the speaker intends to make the interlocutor do action, namely leaving the class.

The teaching and learning process in the classroom using speech acts by the teacher must be carried out effectively to achieve maximum learning objectives. It is related to the teacher's directive speech acts in the learning process because the classroom is a place where students practice their abilities related to communicative skills and abilities. (Sinclair and Brazil, 1982: 6).

So, the problem of this research was formulated as follows. How is the directive speech act in learning Indonesian at Vocational school 1 Kefamenanu? And the research objective was to determine directive speech acts in learning Indonesian at Vocational school 1 Kefamenanu.

Method

The type of research was descriptive qualitative. This type of research was adapted to the research objectives, namely describing, analyzing directive speech acts and language politeness between teachers and students and among students, especially in the Indonesian learning process at Vocational School 1 Kefamenanu.

The subject is the subject substance of research carried out by researchers systematically in solving a problem. The teacher and students were chosen as research subject. In language research, both the data and the object of research are both linguistic units, the difference is that data is a lingual unit that is at a higher level than the object of research which is translated as a language unit specifically for research. Certain data is a larger linguistic unit containing the object of research. So, the objects in this research were directive speech acts and language politeness in the Indonesian learning process.

Kesuma (2007: 43) mentions several steps to analyze the data in research, namely: 1) Data selection. The data collected were analyzed based on the election results and were thoroughly reviewed. 2) Classification of data. Data classified based on research problems. 4) Data analysis. The data analysis used a qualitative descriptive method.

Researchers will present the results of data analysis; the researcher used an informal technique. The informal technique is a technique of presenting the results of data analysis using ordinary words, following the opinion of Sudaryanto, (1993: 145). So, the researcher will present the results of the analysis of the research data using common words. The researcher did this research from the 2nd of November to the 4th of December, 2020. This research was at Vocational school 1 Kefamenanu cover class X TITL, X, DPIB, and XI TB.

Result and Discussion

The research and discussion of the directive speech act in learning Indonesian at Vocational School 1 Kefamenanu were as follows. The directive speech acts used by teachers and students in the learning process at Vocational school 1 Kefamenanu include: 1) forcing, 2) inviting, 3) asking, 4) ordering, 5) demanding fulfillment, 6) urging, 7) begging, 8) suggesting, 9) reigning, 10) giving cues or challenging. The ten directive speech acts found in this study were described as follows:

- **Forms of Forcing**

The form of force is an utterance conveyed by the speaker to the interlocutor to do something required even though he does not want to. Examples of forcing speech acts in the learning process were as follows:

Data 1a. *The students must finish today's assignment today because, in the next meeting, we will have new materials and assignments.*

Data 1b. *The procedural text that you have to remember is the text which has the steps for doing something.*

The context of the utterances above was that the teacher forces students to finish the assignment given immediately. It happened in the process of learning Indonesian in class X DPIB I. And also, the teacher reaffirmed the material that had been studied so that it would be remembered.

Based on the data (1a) and (1b) above, it showed that the form of forcing because the speaker or teacher uses the word "must" to the interlocutor, namely the student, to do what she wants. The speaker or teacher must make the word choice, so what is said is done without an exact reason. So, the utterances "*The students must finish today's assignment today because, in the next meeting, we will have new materials and assignments*" and "*The procedural text that you have to remember is the text which has the steps for doing something*" were delivered by the speaker, namely Mrs. Itta Ukat, as an Indonesian teacher in class X DPIB I.

- **Forms of Inviting**

The invite's form is an utterance conveyed by the speaker to the interlocutor to ask, invite or instruct the interlocutor to do what the speaker wants.

Data 2a. *Let's follow the government's appeal to keep our distance and wear masks.*

Data 2b. *Come on ... don't be afraid about questioning.*

Data 2c. *Our meeting is over here and let's go back to our homes. And remember, don't stay anywhere else.*

The context in these utterances was the speaker or teacher who would end the learning process and invite interlocutors or students to ask questions about the material presented. And she also invited students to keep their distance and wear masks.

Based on data (2a), (2b), and (2c), the above was a form of inviting speech act because the speaker chose the words **"come on"** and **"let's"** to invite the interlocutors or the students to do what she wanted. These utterances were delivered by an Indonesian teacher, Mrs. Itta Ukat, to invite interlocutors or students to follow the government's appeal to keep their distance and wear masks. The speaker also

invited the interlocutors to ask questions related to the material delivered and reminded the students to go home from school and not stay anywhere else.

- **Form of Asking**

Asking (*requestive*) is a form of speech act that expresses the speaker's desire to do something. It means that this utterance leads to the expressions in the form of hopes, intentions, and desires of speakers to react with an action. Examples of the form of asking speech acts found in the Indonesian learning process were as follows:

Data 3a. *I want the teacher (internship student who practice at school) standing here, and they come home, bringing good impressions for us. If the vocational school students 1 Kefamenanu are good and there are no complaints, aren't you?*

Data 3b. *Now, submit your work.*

The context of the utterances above was that the speaker or teacher implicitly asks students as interlocutors to treat students who practice field experiences at Vocational school 1 Kefamenanu well. In the learning process, the teacher gave assignments completed by students so that at the end of the learning, the teacher asked for submitting the assignment.

Based on the data (3a) and (3b) above, the speaker said, "*I want the teacher (internship student who practice at school) who is standing here, they come home bringing good impressions for us. If the vocational school students 1 Kefamenanu are good and there are no complaints, aren't you?* The goal was for the interlocutor to do what she wanted, to respect students who practiced field like their teachers. The utterance "n*ow, submit your work"* was uttered by Mrs. Itta Ukat as an Indonesian teacher. The speaker wanted her request to be made by the interlocutors, the students, to immediately submit the assignment.

- **Form of Ordering**

The form of ordering is speech acts spoken by the speaker ordering the interlocutor to do something.

Data 4a. *Look at the next page.*

Data 4b. *The introduction, the explanation Billy.*

The context of these utterances was implicitly in the Indonesian learning process; the teacher instructed the students to open the next page because the explanation was on the next page. And the teacher also asked one of the students, Billy, to explain the introduction part of the procedure text.

Based on the data (4a) and (4b), it was a form of ordering speech acts because the utterance had the power so that the interlocutor did what the speaker wanted. The utterance "*Look at the next page"* had the objective of making the interlocutor carry out the speaker's instructions. And the utterance "*The introduction, the explanation Billy"* was delivered by the speaker, hoping that the interlocutor would do what was said, namely explaining the procedural text's introduction.

- **Form of Demanding Fulfilment**

The form of demanding fulfillment is an utterance that asks, warns or urges demands to carry out a promise. The demanding fulfillment utterance contained in the learning process was as follows:

Data 5. *For those who are already done assignments, please submit them now.*

The context of this utterance was the teacher demanding the fulfillment of the assignments given to students to be submitted. Before beginning the lessons, all students have to submit the assignments so that the speaker begins learning.

Based on the data (5) above, the utterance "For those who are already done assignments, please submit them now" had a goal, so the speaker could find out who was not doing the homework.

- **Forms of Urging**

The form of urging is an utterance delivered by the speaker to the interlocutor to force immediately what is conveyed by the speaker. This relates to an emergency, critical situation, or situation that demands to make decisions quickly. Based on this description, the urging speech act in the learning process as follows:

Data 6. *Anyone who hasn't submitted yet, let's submits now.*

The context in this utterance was that the teacher told the students to submit the assignments immediately. Implicitly the teacher also urged students to submit the assignment without any reason. This happened at the beginning of learning Indonesian.

Based on data (6) above, the utterance "*Anyone who hasn't submitted yet, let's submits now*" was a form of urging speech act. The utterance was categorized as an urging speech act because the teacher wanted the assigned talk to be submitted immediately to remain with the next material.

- **Form of Begging**

The form of begging is an utterance conveyed to request respectfully so that what is conveyed can be accepted. The following is an example of a begging utterance conveyed by the teacher to students in learning.

Data 7. *If one of you were exposed to Covid, everyone would be infected too. So please wear a mask and avoid the crowd.*

The context in this utterance was that the speaker or teacher warned students who were always involved in the crowd and did not wear masks. Seeing this, the teacher asked the students to obey health protocols because if one of the students were exposed, all of them would be infected.

Based on the data (7) above, the utterance *"if one of you were exposed Covid, everyone would be infected too. So please wear a mask and avoid the crowd"* was a form of begging utterance because the speaker or teacher explicitly used the word "please." This utterance was conveyed so that the interlocutor did what the speakers wanted. The use of the word "please" was intended of asking to be accepted by the interlocutors to wear a mask and avoid the crowd. It was a form of preventing the transmission of the coronavirus.

- **Forms of Suggesting**

The form of suggesting is a speech act that is conveyed to give suggestions to the interlocutor to do what the speaker wants. Examples of suggesting speech act in the learning process as follows:

Data 8. *The current situation is better to study at home.*

The context in this utterance was the teacher's talk to students. The teacher advised students to stay at home when they came home from school. It was a form of preventing the transmission of the coronavirus.

Based on the data (8) above, it was categorized to suggest speech acts. The utterance *"the current situation is better to study at home."* It was an utterance suggesting that students study at home instead of studying in public places.

- **Forms of Reigning**

The form of reigning is the speech act of giving orders, ordering the interlocutor to do something based on what the speaker wants. Examples of reigning speech acts in the learning process were as follows:

Data 9. *Look ahead. This is a bad case. So don't imitate actions like this.*

The context in the above utterance was learning Indonesian speaker or teacher calling students who were absent at the previous meeting to stand in front of the class.

Based on data (9) utterance above, *"Look ahead. This is a bad case. So don't imitate actions like this"* was categorized in the form of reigning speech acts because the speaker or teacher gives orders to students to pay attention to their friends who were standing in front of them because they were not present in the previous meeting. The teacher also ordered that actions like this were not a good case.

- **Form of Challenging**

The form of challenging utterance is the act of speaking inviting to compete to get something. Examples of challenging speech acts in the learning process were as follows:

Data 10. *Whoever gets the highest score in Indonesian this semester will receive a gift from me.*

The context in the utterance above was the teacher challenged students to get the highest score in learning Indonesian to receive a gift from the teacher.

Based on the utterance above, *"Whoever gets the highest score of Indonesian in this semester will receive a gift from the teacher,"* including a form of challenging speech acts. The purpose of this utterance was for the interlocutors to do what the speaker wants, by means students study diligently to get good scores. If this is fulfilled, the student will receive the gift promised by the teacher.

Based on the results of observations about learning Indonesian at vocational school 1 Kefamenanu, it had been said to be good. In the learning process, teachers and students can place themselves in speaking. The use of directive speech acts had been said to be good at the vocational high school level, especially vocational school 1 Kefamenanu.

Based on the results of interviews with Mrs. Itta Ukat as a teacher of Indonesian subjects at SMKN I Kefamenanu as follows:

In your opinion, is the use of language between teachers and students among students in this globalization era being said to be suitable for students and teachers in schools?

"In my opinion, the use of language between teachers and students is still considered acceptable because the students see the interlocutor as a teacher. But the use of language that is not good or impolite we often hear between students and students. It has become an object lesson for me as a teacher to instill something good in students. For example, I use polite words in instructing and always give appreciation in the form of gratitude. (Itta Ukat, 18 November 2020).

Based on the interview results, language use in schools is considered acceptable since it has paid attention to the interlocutor in speaking. Thus the use of acceptable language will reduce the level of language distortion. However, conversations among students often find irregularities because the interlocutors are peers.

Conclusion

Based on the findings and descriptions above, there were several interpretations of directive speech acts in the Indonesian language learning process at vocational school 1 Kefamenanu include: 1) forcing, 2) inviting, 3) asking, 4) ordering, 5) demanding fulfillment, 6) urging, 7) begging, 8) suggesting, 9) reigning, 10) giving cues or challenging.

This study's results are expected to be a reference in using speech acts between teachers and students among students. The utterances between teachers and students, among students, have an essential role in the learning process. If communication between students and teachers, students and students is well established, the learning process starts and ends well.

Acknowledgment

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