



Directive Speech Acts of Teachers and Students in Indonesian Language Online Learning in Multicultural Classes at SMA NEGERI 1 Pinangsori

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Abstract

This study aims to describe how the directive speech acts of teachers and students in the Indonesian language learning process via zoom in class IPS 1, IPS 2, IPS 3. SMA Negeri 1 Pinangsori. The research method used is a descriptive qualitative method. The data source needed in this research is directive speech acts between the teacher and students in online learning via zoom in IPS 1, IPS 2, IPS 3. SMA Negeri 1 Pinangsori. The techniques of collecting data which is used in this research are observation and recording. The data analysis used by describing the results of the recording, data reduction, data interpretation, and drawing conclusion. The validity of the data used is source and theory of triangulation. The data analysis used is interactive data analysis techniques. The results showed that the speech acts of the teacher and students in this study were commanding, requesting, forcing, asking, and inviting. The speech acts were conveyed directly in the video zoom which was carried out by the teacher in Indonesian Language learning Chapter V. Based on the results of this research, in the using of directive speech acts carried out by teachers and students, the one who dominated more was the teachers. This happens because the teachers are a good role model in speaking and are polite in language.

Keywords: *Directive Speech Acts; Indonesian Language Learning; Online*

Introduction

As social beings, humans will always communicate. Communication is carried out to convey ideas, thoughts, feelings, and opinions through language. Language is a supporting factor in achieving the goals of communication. In communication, speech acts can occur. Speech acts are a process of linguistic interaction in one form of speech, between two parties, including speakers and hearers at certain times, places, and situations. Meanwhile, speech act is an individual symptom, is psychological in nature, and its continuity is determined by the language ability of the speaker in facing certain situations (Abdulah Chaer & Agustina Leonie, 2010)

Communication occurs in various activities carried out by humans. One of the routine activities carried out by humans is in educational process. The education process is an activity of mobilizing all educational components by educators, aimed at achieving educational goals, while educators are people who are responsible for the implementation of education targeting students (Tirtaraharja dan La sulo,

2005). Based on its explanation, it can be seen that educators have an important role in the educational process, namely as facilitators to bring students to achieve success in learning. Educators or often called teachers are required to be able to communicate well, so that the messages conveyed in the communication can be understood by students. Thus, the understanding of students in learning activities is closely related to the speech acts choice used by the teacher.

In this study, the focus of the study was directive speech acts in the school environment, especially in the Indonesian language learning process, which became the attention of students and teachers. The speech conveyed by the teacher can influence the hearer, namely students. On the other hand, the speech conveyed by students affects the hearer, namely the teacher. In Indonesian teaching and learning interactions, the role of the teacher cannot be separated from guiding students to be able to use good and correct Indonesian to communicate in accordance with the context.

Students as speech partners have a low position so that they are easily managed by the teacher. This is in line with the opinion (Stubbs, 1983) that the teacher has a role as class manager, regulates who, how many, and when students speak, arranges the types of questions by utilizing speech acts, especially illocutionary speech acts, the teacher can evaluate the answers given by students, and provide feedback according to the questions submitted by students. The use of illocutionary speech acts in learning contains purpose and speech power. Illocutionary speech acts are not easy to identify, because illocutionary speech acts are related to who speaks to whom, when and where the speech act is performed, and so on. This illocutionary act is an important part of understanding speech acts, (Wijana, 1996). The illocution act is called the act of doing something (Leech, 1983).

The teaching and learning process of using speech acts by the teacher must be carried out effectively to achieve maximum learning objectives. This is related to the directive speech acts carried out by the teacher in the learning process because the classroom is a place where students practice their personal abilities related to communicative skills and abilities (Brazil D, Sinclair, n.d.). The use of illocutionary speech acts in learning contains purpose and speech power. Illocutionary speech acts are not easy to identify, because illocutionary speech acts are related to who speaks to whom, when and where the speech act is performed and so on. This illocutionary act is an important part of understanding speech acts (Wijana, 2005: 22).

Directive speech acts are often used by teachers in the learning process. The speech delivered is in the form of verbal expression. The purpose of a speech that is conveyed is to influence the interlocutor to act in accordance with what is conveyed by the speaker. The form of the teacher's speech acts includes the speech acts of commanding, suggesting, inviting, asking, begging, ordering, and allowing, while the students cover the speech acts of asking, inviting, and requesting. The research about directive speech acts and language politeness was conducted by several previous researchers, namely (Alviah, 2014), Safar (2016), (Olutayo, 2015), (Olaniyi, 2017) (Chi Rken, 2013) (Yu Hao 2013), ,(Qomariyah 2017), (Fraser 1990), (Astuti, dkk., 2017), (Kurdghelas 2015), (Rissari Yayuk 2018), (Ardianto 2013).

The research problem in this study is how the directive speech acts of teachers and students in the Indonesian language learning process via zoom in IPS 1, IPS 2, IPS 3. SMA Negeri 1 Pinangsori. The research objective to be achieved in this study is to describe the directives speech acts between teachers and students in online learning of Indonesian Language via zoom in the multicultural class of SMA Negeri I Pinangsori, Central Tapanuli. SMA Negeri I Pinangsori is a public high school located in Albion Village, Pinangsori District, Central Tapanuli Regency, North Sumatra. The students who study at this school come from various ethnicities, religions, and different races. These diversities will affect communication between teachers and students. This is the reason for choosing a research site.

Method

This type of research is qualitative research. The data is in the form of learning activities carried out by the teacher in online learning via zoom in the classroom which focuses on the patterns of interaction between teachers and students in Indonesian Language learning at SMA N 1 Pinangsori. In qualitative research, the position of human data sources (Informant) is very important as individuals who have information. Researcher and Informant are key to be able to provide answers and information. Information retrieval was carried out by interviewing each selected informant, namely teachers of Indonesian language subjects and students in IPS 1, IPS 2, and IPS 3 class at SMA Negeri 1 Pinangsori.

The data collection techniques used were observation, interview, document analysis techniques. The researcher only acts as independent observers (Sugiyono, 2013: 145). This research was conducted by conducting direct observations in the implementation of online learning in IPS 1, IPS 2, IPS 3 class at SMA Negeri 1 Pinangsori. This study focuses on teacher-student interactions, which include directive speech acts commanding, requesting, forcing, asking, and inviting. The next analysis technique uses a note-taking technique. Where the note-taking technique was taken after the researcher analysed it during the Indonesian language learning process. The validity of the data in this study used source triangulation and theory triangulation. Data analysis in this study displays the following stages as follows: data collection, data reduction, and drawing conclusion (Miles M B, 1994).

Research Result

Directive Speech Act Forms between Teachers and Students

The form of directive speech acts that can be found in this study varies greatly because the students in the class have different ethnicities or are multicultural. There are Batak, Javanese, Nias. However, the Batak Teacher tribe is predominantly teaching in the Batak ethnic class. The form of directive speech acts in Indonesian language learning via zoom CHAPTER V Proposals are (1) commanding, (2) inviting, (3) asking, (4) forcing, and (5) requesting. The type of speech that is most often carried out by teachers in Indonesian online learning with the Zoom video of SMA Negeri I Pinangsori is telling speech acts. The teachers instruct students to do something in the speech so that students want to do it and be more active in the learning process.

1. Commanding Utterances

a. Teacher: Please turn on the audio, so we can talk each other's

Student: Yes ma'am. (While turning on the audio respectively)

b. Teacher: On the second sheet, there is copyright, on the other side, page 153 there is 3 on the page

Student: (Students turn to page 153)

c. Teacher: Assignments are collected through Google Classroom. Don't share through Whatsapp, My Handphone will have not enough space later

Student: Yes, ma'am

d. Teacher: Later, I ask you to make groups, in one group make proposals for any activity. It can be about health, culture, social issues, and something else

Student: Yes ma'am

e. Teacher: Please make arrangement who will be involved? Who is in responsible? As in the Church, who is the leader, secretary, treasurer, and others.

Student: Yes ma'am

In the commanding utterances, the teacher tells the students to do something, namely, turn on the audio for each student so that they can interact with the teacher, and also "open the book on page 153" in the IPS 2 class zoom video. In the commanding utterances the teacher uses easy language to make understand the students, so that even students of different ethnicities in the class it can be understood. The commanding speech act was carried out with a maxim of wisdom and a maxim of equivalence. This proves that the teacher dominates the class in the video zoom of Indonesian language learning in CHAPTER V with the discussion of proposals at SMA Negeri I Pinangsori.

2. Requesting Utterances

a. Teacher: Hay You, a good sit down please

Student: Yes ma'am (While correcting his seat)

b. Teacher: I hope for your participation on Friday we will do Zoom again

Students: Yes ma'am

c. Teacher: If there is someone who wants to talk, then the audio will be turned on, okay? When it's finished, just turn it off so it's not too noisy

Student: Yes ma'am (following the teacher's orders)

d. Teacher: For all students, make it more conducive please

Student: Yes ma'am (each student is silent and pays attention to the teacher)

The requesting utterances to be carried out by the teacher at Zoom in class IPS 1 so that students can take actions ordered by the teacher such as "Children are conducive, yes, we will study again", with the teacher's request the students are more conducive and manage their own networks because Zoom's atmosphere is not conducive due to the network disruption. The directive's speech acts requesting that the teacher do this with the hope that the students will fulfil the teacher's request.

3. Forcing Utterances

a. Teacher: Tell me again Mario, what is the benefit of the proposal, Mario

Student: For fundraising, ma'am

b. Teacher: If I give you an assignment later, you have to do it well

Student: Yes ma'am

c. Teacher: Try reading and doing the assignments from A to J

Student: Yes ma'am (following the teacher's orders to do assignments)

d. Teacher: Anyone can answer? Who want to be chosen? Nurhaina there Nurhaina try to answer it

Student: The problem that formulated ma'am

e. Teacher: Henipa, please, what is a hypothesis, then the others, Soni, hello, let's answer what is a hypothesis

Student: Temporary answer, ma'am

f. Teacher: I have given you an assignment, please gathered on Wednesday at 9 a.m

Student: Yes ma'am

The forcing utterances is that when the teacher as a speaker so that students follow the teacher's orders, do what the teacher tells them to do, such as doing assignments. Collecting assignments because if they are not forced, students will not collect their assignments on time. Marked in the sentence "Wednesday, yeah". "Tasks can be submitted directly to school". From this sentence, the teacher forces students to submit assignments, not more than 9 a.m so that they are on time and more active in doing assignments and focus on the assignments given by the teacher. This speech can be found in the IPS 3 class zoom video.

4. Asking Utterances

a. Teacher: Try to make a bibliography for this our Indonesian books

Student: (Students try to make a bibliography)

b. Teacher: I'm asking for your response now, okay, okay?

Student: Yes Ma'am (Student responds)

c. Teacher: Please turn on the audio again so we can talk to each other's too

Student: (Students turn on the audio)

The requesting speech was conveyed by the teacher intending to ask for something that should be done by students as opposed to speech in Indonesian Language online learning in IPS 3 class SMA N 1 Pinangsori. A speech delivered by Mrs. Eva during online learning shows that the teacher is asking students to do something like the word "please". The word please means that the teacher asks the student to turn on the audio so that they can talk to each other with the teacher at Zoom because if the students do not turn on the audio when they want to speak, it won't be heard.

5. Inviting Utterances

a. Teacher: Just speak please, anyone knows?

Student: Wait ma'am, the network connection is still

b. Teacher: If you go out use a mask, take care of your health, don't wander too much, just leave for the important things

Student: Yes ma'am

c. Teacher: Let's open the book page 143

Student: (students continue the second)

The utterances which spoken by the speaker to invite the hearer to do somethings like Let's said, the word "Let's" was told to invite students to open their book on page 143. and Mrs. Eva here also invites students to always wear masks, take care of their health, don't wander too much, go out for the

important things. only. The context of the speech above relates to the Indonesian Language online learning in the IPS 1 class at SMA N I Pinangsori and there is also something related to maintaining the health of students during the Covid 19 pandemic.

Based on the results of observations about how the directive speech acts performed by teachers and students in Indonesian Language online learning via zoom at SMA N 1 Pinangsori. That the teacher dominates speech in learning, but the teacher always provides feedback and space for students want to give a respond and express opinions and all complaints related to lessons and problems faced by students. The feedbacks given by the teacher to students aims that the teacher can find out what obstacles are faced by students when learning via zoom which will encourage the students to respond and automatically there will be speech acts between the teacher and students. When students answer, the teacher will know the problems experienced by each student who has problems by conveying these problems using the good and correct language. This was conveyed by Mrs. Eva as an Indonesian language teacher at SMA Negeri 1 Pinangsori.

Based on the results of the researcher interview with Mrs. Eva as an Indonesian language teacher at SMA Negeri 1 Pinangsori as follows: "According to you, do you think that the use of language that students use in the learning process at school in speaking with the teacher is said to be good at the high school level?". "In my opinion, the use of students' language in conversations during the learning process is said to be good because students can pay attention to whom the other person is talking to, and to whom the student is speaking and the use of diction that meets the good standards in communication. Teachers and students communication so far there are no problems related to communication with teachers, but communication between students and students is still experiencing problems such as during learning there are still students who answer badly when talking to friends, and joking. And according to Mrs. Eva, learning via zoom which was carried out when the current Covid 19 conditions were less effective because the learning time was limited, teachers could not monitor students directly and could not help students who had difficulties in online learning which being implemented currently.

Conclusion

Based on the results of data analysis and discussion that have been carried out related to the directive speech acts between the teachers and students in Indonesian Language online learning via zoom in IPS 1, IPS 2, IPS 3 classes of SMA Negeri 1 Pinangsori. It was found that the directive speech acts as follows: 1) commanded, (2) requested, (3) forced, (4), asked and (5) invited that these appear in Indonesian language online learning via Zoom. In the video zoom, the teacher and students interacted each other, there were no complications between students of different ethnicities in the class, they gave a positive response each other. However, in this learning process the teacher dominates in utterances such as 1) commanding, (2) requesting, (3) forcing, (4) asking, and (5) inviting. Meanwhile, students follow what the teacher says and are more passive in respecting the teacher.

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