The Directive Speech Patterns as the Implementation of Teacher Interaction Styles

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Abstract

The application of the teacher's interaction style by managing transfer of speech with directive speech is a superior skill in learning Indonesian. This is because teachers are required to implement Indonesian language learning which can develop critical, creative, communicative and collaborative characters in students. Therefore, this research aims to describe the transfer of speech through taking turns speaking and giving turns to speak with directive speech as a form of implementing the teacher's interaction style in Indonesian language learning to increase students' active participation in developing critical, creative, communicative and collaborative skills. The approach used in this research is the classroom discourse approach. This classroom discourse approach directs analysis to data obtained from formal and planned conversational interactions (plan discourse). The focus of this conversational interaction lies on the teacher, as the determiner of the topic of conversation. These three main things appear in this Indonesian language learning research in the form of: (1) students give real responses to the learning stimulants given by the teacher, (2) students express more opinions on the information conveyed by the teacher or on the opinions put forward by other students, providing more information, (3) students make their own learning conclusions using their own language and methods, both individually and in groups, (4) students make optimal use of their activities, responding to the learning stimulus provided by the teacher, (5) students who ask questions, both to the teacher and other students, and (6) students make their own assessments of the results of their work.

Keywords: Transfer of Speech; Directive Speech; Interaction

Introduction

The use of directive speech acts by teachers in teaching-learning interactions will further enliven the teaching-learning process. Each type of directive speech act certainly has an important form and function in teaching interactions. This is because every time language is used, especially Indonesian, in acting in directive speech, the teacher certainly looks at the context of the speech so that students can grasp the meaning conveyed. Therefore, efficient language is not the main concentration, but rather speech acts that empower students to achieve learning goals (Ghazali, 2013). With directive speech acts,

in the classroom, the teacher is the central regulator of the changing roles of speaker and listener. The teacher in the class is responsible for managing the change of roles. In this case, the teacher can determine who has the right to speak and who does not. In this case, students as the teacher's speech partners in class have a lower status, so they can be regulated within certain limits. Thus, it is understandable that teachers often carry out speech transfer events in class by determining the next speaker (Rani, et al, 2010).

Speech transfer is actually the application of stimulus variation skills that teachers must master, because this skill is intended to overcome students' boredom in teaching and learning activities, so that students always show perseverance, enthusiasm and full participation (Prayitno et al., 2020). Therefore, the speaking turn chosen by the teacher will always be accompanied by various aspects of the stimulus which include: teacher gestures, teacher voice, teacher silence, student focus, especially interaction style (Sudarman & Ellayawati, 2021). The teacher needs to present an interaction style so as not to cause boredom, to enliven the class atmosphere in order to achieve learning goals. There are three types of interaction, namely: interaction between teachers and groups of students, teachers with students, and students with students. In this type of interaction pattern, the teacher is not the only source of information/knowledge in the class, but the teacher acts as a moderator, guide and motivator (Helmiyati, 2013). Interaction patterns can also be classical, group and individual according to the learning activities that have been designed by the teacher and students. Student activities can include listening to information, studying material, asking questions, answering questions, reading, discussing, practicing, or demonstrating.

In line with the research problem above, this study aims to describe the meaning of directive speech acts that have implications for speech transfer patterns in taking over turns to speak and giving turns to speak as a form of teacher efforts to develop interaction styles to increase students' active participation in learning Indonesian.

Method

This research is a type of qualitative research. Qualitative research is a type of research that is related to the ideas, perceptions, opinions, beliefs of people who will be studied and all of which cannot be measured by numbers. In this study, the theory used in the study is not forced to obtain a complete picture of something according to the views of the people who have been studied. By using qualitative research, a researcher needs deep and extensive analytical power. Therefore, the power of reason is the only source of knowledge that drives analytical skills in the entire research process (Arikunto, 2010: 5).

The approach used in this study is the classroom discourse approach. This classroom discourse approach directs the analysis on data obtained from formal and planned conversational interactions (plan discourse). The focus of this conversational interaction lies on the teacher, as the determinant of the topic of conversation.

Subjects of this study were students of the In-Service Teacher Professional Education (PPG). The subjects of the study were observed and recorded as teachers with all their learning activities during field experience practice at their respective schools.

This study has two types of data, namely speech data and observation note data. The speech data in this study are in the form of teacher speech when entering Indonesian language learning activities. The observation note data consists of two types, namely descriptive and reflective observation note data. Descriptive observation note data contains (a) reconstruction of verbal interactions in the learning process in the classroom, and (b) teacher and student behavior during teaching and learning interactions in the classroom. Reflective observation note data contains the relationship between directive speech changes and teacher interaction styles in Indonesian language learning in an effort to increase active student participation. This study uses videos of classroom learning activities from YouTube as a data source. The

video of the learning activity is a recording of the Indonesian language learning of the In-Service Teacher Professional Education students when carrying out Indonesian language learning activities.

The data collection for this study used the listening-recording technique. The listening-recording technique is a way to obtain data from material objects. The listening-recording technique is carried out by watching videos from YouTube about Indonesian language learning activities in class, determining the data to be used according to the research objectives, and recording the required data. Several techniques for obtaining data. This study uses instruments in the form of researchers and analysis guides. The instruments used in this study were data recording paper and stationery. This instrument is used to facilitate researchers in the process of analyzing research data collected based on the speech transfer indicators determined by the meaning of directive speech acts in taking over the turn of speech and giving the turn of speech.

The data analysis technique used is qualitative data analysis by coding. The coding process is the process of categorizing qualitative data so that it can be easily understood. The first thing that must be done in the coding process is determining the concept based on the predetermined research objectives. Then process and prepare data from the transcript of the YouTube video that has been watched and finally make valid and systematic conclusions. The steps of qualitative research analysis can differ from one study to another because the experience of the research is not the same. The steps of data analysis according to Miles & Huberman (Ahmadi, 2014: 231) are data reduction, data display, and conclusions drawing/verifying.

Reducing data means summarizing, choosing the main things and focusing on the important things and discarding unnecessary data. The reduced data will provide a clear picture. During the data reduction process, researchers collect all data about classroom management. Researchers group the data found during the research process and focus on the problems that have been formulated.

Presenting data means organizing and arranging data systematically. Presenting data systematically can make it easier to understand what is happening and can continue the plan for the next work stages that have been understood. This data presentation can be done in the form of a brief descriptive description. In this study, researchers present data on directive speech transfer, both speech data and field note data according to the results of coding and data reduction.

Result and Discussion

The Meaning and Function of Teacher Directive Speech

The use of directive speech by teachers in teaching and learning interactions makes the teaching and learning process itself more lively. The directive speech is used by teachers in various speech contexts so that students can grasp the meaning conveyed. Therefore, the teacher's directive speech has a certain meaning and function in learning interactions.

In the initial learning activities, the teacher presents directive speech requests with the function of begging, inviting, and requesting; orders with the function of commanding and directing; questions with the function of asking and inquiring, permission with the function of allowing and permitting, and warnings with the function of reminding.

Directive speech requests are used by teachers with three functions, namely begging, inviting, and requesting. The function most often used by teachers is asking. This function is used by teachers to strengthen literacy so that students are accustomed to reading books first before entering the core learning activities.

| **Guru** | : | *Pada pembelajaran kita hari ini, kita nanti akan melanjutkan materi kita di pertemuan minggu lalu ya tentang teks iklan, slogan, dan poster. Namun sebelum pembelajaran kita di mulai, seperti biasa kita lanjutkan penguatan gerakan literasi kita dengan membaca buku terlebih dahulu.*
(In our learning today, we will continue our material in last week's meeting about advertising texts, slogans, and posters. But before we start our learning, as usual we will continue strengthening our literacy movement by reading books first.) |

This function is also used by teachers to ask students to be willing to read the specified books.

| **Guru** | : | *Pada hari ini siapa yang bersedia untuk membaca Matilda? (dengan posisi masih berdiri guru menanyakan kesediaan peserta didik membaca matilda dan menghadap peserta didik tersebut)*
(Today, who is willing to read Matilda? (while still standing, the teacher asks the students' willingness to read Matilda and faces the students)) |

As a follow-up, teachers also use this function to develop apperception by asking students to provide additional answers from other students.

Guru	:	*Puisi. Nah ada yang bisa menjelaskan apa itu teks puisi?* *(Poetry. Well, can anyone explain what a poetry text is?)*
PD 15	:	*(peserta didik 15 mengangkat tangan)* *((student 15 raises hand))*
Guru	:	*Ya, Rizki silahkan* *(Yes, Rizki, please go ahead.)*
PD 15	:	*Teks puisi adalah karya sastra yang dipersingkat, diperpadat dengan rima.* *(Poetry text is a literary work that is shortened, condensed with rhyme.)*
Guru	:	*Diperpadat dengan rima?* *(Thickened with rhyme?)*
PD 15	:	*Dan kata-kata kias* *(And figurative words)*
Guru	:	*Mempunyai kata-kata kias, baik. Terimakasih Rizki. Ada yang bisa menambahi?* *(Having figurative words, good. Thanks Rizki. Can anyone add anything?)*

Fewer functions, namely two functions, are used by teachers in making commands, questions, and permissions. As for speech with a warning meaning, only used by teachers with one function. Thus, in the initial learning activities, teachers focus on opening lessons with orientation, apperception, and providing references through directive speech functions that have more request meaning.

In the core learning activities, teachers present directive speech with question meaning with the function of interrogating, asking, and inquiring; request speech with the function of asking and encouraging; command speech with the function of directing, wanting, and commanding; permission speech with the function of allowing and permitting; and prohibition speech with the function of prohibiting.

Directive speech that has many functions is seen in question speech and command speech. Question speech is used by teachers with three functions, namely interrogating, asking, and inquiring. The

dominant function used by teachers is inquiring. The inquiry function is a directive speech function with a question meaning that explores the ability to obtain information from an experimental or observation activity. This function is used by teachers to explore students' memories of prior knowledge that has been mastered.

Guru	**:**	*Saya ingin bertanya pada kalian sedikit mereview iklan itu apa? Slogan itu apa? Kita ee mengingat kembali poster itu seperti apa? (guru mulai menyajikan materi dengan membagikannya di dalam ruang virtula (zoom))*
		(I want to ask you guys to review a little bit what is an advertisement? What is a slogan? Let's remember what the poster looks like? (the teacher starts presenting the material by sharing it in the virtual room (zoom)))
PD 4	**:**	*Iklan adalah salah satu sarana yang memperkenalkan produk kepada calon konsumen yang paling efektif (peserta didik 4 mengaktifkan microphone nya dan menjawab pertanyaan guru)*
		(Advertisement is one of the most effective means of introducing products to potential consumers (student 4 activates his microphone and answers the teacher's question))
PD 3	**:**	*Kata-kata yang bisa dan mudah dipahami*
		(Words that can be easily understood)

This function is also used to explore students' knowledge of the contents of videos shown by teachers as observation material.

Guru	**:**	*Siapa yang ingin memberikan tanggapan? (guru berhenti membagikan video dan bertanya kepada peserta didik)*
		(Who wants to give feedback? (teacher stops sharing the video and asks students))
PD 10	**:**	*Mi kare enak yang membuat orang selalu nambah tidak terasa sudah sampai petugasnya melayani pemimpinnya yang terus menerus meminta mi kare Pak (peserta didik 10 mengaktifkan microphone nya dan menjawab pertanyaan guru)*
		(The delicious curry noodles that make people keep asking for more without realizing it, the officer has already served his leader who keeps asking for curry noodles, Sir (student 10 activates his microphone and answers the teacher's question))

In implementing the assignment method, the teacher also explores students' knowledge about advertising by using the following functions.

Guru	**:**	*Menurut kalian informasi apa yang ada di dalam iklan ini? (guru membagikan contoh iklan)*
		(What information do you think is in this advertisement? (the teacher shares an example of an advertisement))
PD 3	**:**	*Iklannya itu tentang yummy donuts. Donatnya itu lembut dan bikin nagih. Itu jualannya di Jalan Poltangan Raya No. 20 Pejaten Timur.*
		(The advertisement is about yummy donuts. The donuts are soft and addictive. It is sold at Jalan Poltangan Raya No. 20 Pejaten Timur.)

When presenting the results of group work, the teacher also uses the inquiry function to explore students' abilities in assessing the performance of other groups, as criticism to make improvements.

Guru	:	*Ada yang bisa menilai dari ketika penampilan kelompok itu tadi, suaranya jelas atau tidak?* *(Can anyone judge from the group's performance earlier whether their voices were clear or not?)*
SemuaPD	:	*Jelas!* *(Clear!)*
Guru	:	*Jelas. Lafalnya jelas atau tidak pelafalannya tadi?* *(Clear. Is the pronunciation clear or not?)*
SemuaPD	:	*Jelas!* *(Clear!)*
Guru	:	*Jelas. Sekarang ekspresinya bagaimana?* *(Clearly. Now how is the expression?)*
SemuaPD	:	*Kurang mendalami!* *(Not deep enough!)*
Guru	:	*Ya, ekspresinya kurang menjiwai. Membaca puisi puisi kayak gini (dengan berdiri dan menghadap peserta didik guru mempraktikkan bagaimana tadi peserta didik saat membacakan puisi hanya melihat teks saja dan kurang menjiwai)* *(Yes, the expression is less soulful. Reading poems like this (by standing and facing the students, the teacher practices how students when reading poems only look at the text and are less soulful))*
SemuaPD	:	*Tidak!* *(No!)*
Guru	:	*Jadi itu yang perlu kalian perbaiki lagi* *(So that's what you guys need to fix again)*

As for the command utterances used by teachers with three functions, namely directing, wanting, and commanding. The dominant function used by teachers is directing. The directing function is related to the teacher's efforts to create and maintain optimal learning conditions so that students will be able to easily understand the subject matter. This function is used by teachers to design projects through group discussion activities and product design activities.

Guru	:	*Pak Iwan nanti akan membagi kalian di dalam grub ya. Ada kelompok iklan, ada kelompok slogan, ada kelompok poster. Silahkan coba dicek di WA nya, silahkan kalian nanti akan berdiskusi di situ. Kalian akan berdiskusi di WA tentang iklan tadi dan pola kebahasaanya. Lalu kalian akan membuat rancangan iklan itu bagaimana, slogan itu bagaimana, poster itu bagaimana.* *(Mr. Iwan will later divide you into groups. There is an advertisement group, a slogan group, and a poster group. Please try checking on WA, please, you will discuss there. You will discuss on WA about the advertisement and its language pattern. Then you will design the advertisement, how the slogan is, how the poster is.*
SemuaPD	:	*(Berdiskusi di WAG dengan guru di dalam ruang virtula (zoom) membagikan interaksi diskusi peserta didik di grub WA)* *(Discussing in WAG with teachers in a virtual room (zoom) sharing student discussion interactions in the WA group)*

Fewer functions, namely two functions, are used by teachers in making speeches with the meaning of requests and permissions. As for speech with the meaning of prohibition, only one function is used by teachers. Thus, in the core learning activities, teachers focus on guiding students to conduct observations, discussions, and presentations through directive speech functions that have more meaning

of questions and commands. In the final learning activities, teachers present directive speech with the meaning of commands with the function of directing and commanding, and meaningful questions with the function of inquiry and asking. The most widely used functions are the directing and inquiry functions. The directing function is used by teachers to end presentation activities by asking students to upload group work to social media and providing formative assessments as learning reinforcement.

Guru	:	*Kita sepakati bagaimana paling lambat untuk unggahannya di media sosial kalian. Besok ya, pukul 23.59 dan untuk menguatkan pembelajaran kita Pak Iwan akan memberikan penilaian, melakukan penilaian ya asesmen formatif. Aa bahannya akan saya kirim melalui chat di zoom ini.* *(We agree on the latest for uploading it on your social media. Tomorrow, at 23:59 and to strengthen our learning, Mr. Iwan will give an assessment, conduct an assessment, yes, a formative assessment. Aa I will send the materials via chat on this zoom.)*

Formative assessments are given by teachers to students via a link in the Zoom chat that the teacher has sent.

Guru	:	*Kita sudah berada di penghujung pembelajaran kita hari ini . silahkan cek, saya tadi sudah mengirimkan tautan tes formatif kita bisa dikerjakan ya nanti?* *(We are at the end of our lesson today. Please check, I have sent you the link to our formative test. Can you do it later?)*
SemuaPD	:	*Bisa!* *(I can!)*

The inquiry function is used by teachers to explore students' abilities in concluding learning. The ability to conclude is focused by teachers on learning materials and the benefits of studying them.

Guru	:	*Kita sudah berada di sesi akhir pembelajaran. Kesimpulan pembelajran kita seperti apa ya? Kira-kira dalam menyusun iklan apa saya ya yang perlu kita perhatikan?* *(We are now in the final session of learning. What is the conclusion of our learning? What do we need to pay attention to when composing an advertisement?)*
PD 5	:	*Unsur-unsurnya (peserta didik mengaktifkan microphone nya dan menjawab pertanyaan guru)* *(The elements (students activate their microphones and answer the teacher's questions))*
Guru	:	*Unsur-unsurnya, apalagi?* *(What are the elements?)*
PD 11	:	*Tema (peserta didik mengaktifkan microphone nya dan menjawab pertanyaan guru)* *(Theme (students activate their microphones and answer teacher's questions))*
Guru	:	*Tema, apalagi?* *(Theme, what else?)*
PD 2	:	*Aspek kebahasaan (peserta didik mengaktifkan microphone nya dan menjawab pertanyaan guru)* *(Language aspect (students activate their microphones and answer the teacher's questions))*
Guru	:	*Nah itu jadi apa yang bisa kita pelajari hari ini?* *(So what can we learn today?)*

PD 14	:	*Kita jadi tahu cara membuat slogan, iklan, dan poster (peserta didik mengaktifkan microphone nya dan menjawab pertanyaan guru)*
		(We learn how to make slogans, advertisements, and posters (students activate their microphones and answer the teacher's questions))

It also focuses on students' ability to provide reflection in the form of the benefits of learning activities that have just been carried out.

Guru	:	*Ya, itu tentang kesimpulannya. Bagaimana dengan refleksi pembelajaran kita hari ini?*
		(Yes, that's about the conclusion. How about our learning reflection today?)
PD 6	:	*Refleksinya kita bisa mengetahui unsur-unsur yang terdapat dalam puisi serta kita dapat mengetahui jenis-jenis puisi baru maupun puisi lama dan kita dapat menulis puisi ke dalam bahasa kita sendiri ataupun memparafrasekan puisi.*
		(Through reflection, we can identify the elements contained in poetry and we can identify the types of new and old poetry and we can write poetry in our own language or paraphrase poetry.)
PD 7	:	*(peserta didik 7 mengangkat tangan)*
		(student 7 raises hand)
Guru	:	*Ha'aa Azizah (guru menunjuk peserta didik 7 dan mempersilahkannya untuk menyampaikan tambahannya mengani refleksi dari pembelajaran yang telah dilakukan)*
		(Ha'aa Azizah (the teacher points to student 7 and invites him to provide additional information regarding the reflection on the learning that has been carried out))
PD 7	:	*Bisa melawan malu*
		(Can fight shame)

Discussion

Directive speech used by teachers is important to be stated by teachers at the beginning of learning to attract attention. Through the form of speech pairs of calls-answers, invitations-agreements, and questions-answers, teachers carry out activities to attract students' attention so that they study seriously. The formation of learner awareness is carried out by teachers to create better classroom interactions (Suyitno et al., 2021).

Directive speech is also used by teachers in conveying orders to students. This is in line with the results of research (Siregar & Pulungan, 2022) that directives are most often used by teachers in classroom interactions to attract students' attention and convey instructions to them during the teaching and learning process.

To stimulate students, teachers use directive acts to build communication patterns that can be understood by students. In line with the results of research (Nisa & Abduh, 2022) that directive speech acts are used by speakers to provide instructions in the form of actions or deeds so that the speech partner carries out the action according to the speaker's wishes. The speaker's speech describes the speaker's desire to communicate in a way that is easily understood by the other person so that they are willing to carry out the ordered action either through interaction or transaction. The teacher's directive speech in this study plays a role in building a teacher-student communication pattern in the form of interaction and transaction. Communication as interaction or two-way communication, namely the teacher can act as an action giver or action recipient. Conversely, students can be action recipients or action givers. Dialogue

will occur between the teacher and students. The realization of the interaction pattern appears in the form of teacher-student group interactions, teacher-students, and student-teacher.

Communication as a transaction or multi-way communication, namely communication does not only occur between teachers and students, but also between students and students. Students are required to be more active than teachers. Students, like teachers, can function as learning resources for other students. The realization of transaction patterns appears in the form of student-student and student-learning resource interactions. The speech transfer pattern chosen and determined by the teacher in the teaching-learning interaction in this study is an implementation of the complete interaction style built by the teacher from the beginning to the end of learning, both two-way interactions and multi-way interactions. With this complete interaction style, teachers prefer directive speech with the meaning of requests, questions, and commands. This effort presents a variety of student responses in taking turns to speak. This shows that students are actively involved and participate in the learning process.

The complete learning interaction style that leads to active participation of students in the learning process according to Suhardi (2013) can be: asking, answering, discussing, arguing, completing tasks or solving problems and concluding. Therefore, active participation of students is the involvement of students in contributing ideas or concepts that can make the learning process more interactive, so that the knowledge obtained by students is not only from the teacher, but also comes from the students themselves. Active participation of students includes three main things, namely asking questions, expressing opinions and discussing learning materials during the learning process.

Conclusion

There are three meanings of speech that have more functions than other meanings of speech. The three meanings of speech are requests, questions, and commands. Request speech with the function of begging, inviting, and requesting dominates the teacher's directive speech in the initial learning activities. Meanwhile, question speech with the function of interrogating, asking, and inquiring, and command speech with the function of directing, wanting, and commanding dominate the teacher's directive speech in the core learning activities. Abdullah, Bakar, & Mahbob (2012a), argue that the teacher factor has a very large influence. The teacher has the greatest influence on students, the positive nature of the teacher, and the method or style of teaching used greatly influence the motivation of students to speak and be actively involved in learning. If we return to the results of this study, then the teacher's intervention in the form of a teaching style is a complete interaction style that is developed through a directive speech transfer pattern.

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