

Directive Speech Acts of Female Teachers in Learning and Teaching Interactions in Indonesian Language at Sman Nino Conis Santana Gleno, Ermera

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ABSTRACT

This study aims to describe the forms and functions of directive speech acts used by female teachers in Bahasa Indonesia teaching and learning interactions at SMAN Nino Conis Santana Gleno, Ermera. This research employs a qualitative approach with a descriptive method. The research data consisted of directive speech acts by female teachers, obtained through recording and observation techniques. The sources of data were three female Bahasa Indonesia teachers teaching class XII. The findings revealed 76 instances of directive speech acts used by female teachers in various forms and functions. The identified forms of directive speech include commanding, requesting, advising, inviting, and prohibiting. The functions of directive speech acts include directing students during the learning process, motivating students, managing the classroom, and evaluating students' understanding. The most dominant types of directive speech acts are those of commanding and requesting, which primarily function to guide student learning activities.

Keywords: directive speech acts, female teachers, teaching and learning interactions, Indonesian

INTRODUCTION

Language is the most important means of communication in human interaction, including in the field of education. In the teaching and learning process, teachers use language as the primary medium to deliver material, give instructions, and interact with students (Hikmah, 2019; Tomlinson, 2023). The use of language by teachers serves not only to convey information but also to influence student behavior so that learning objectives can be achieved effectively (Agustina, Robandi, & Muryanto, 2024).

One form of language use in the learning process is directive speech (Romadani & Manaf, 2019). According to Searle (1979), a directive speech act is a speech act in which the speaker intends for the listener to perform the action stated in the utterance. In the context of teaching, teachers often use directive speech to direct, request, command, invite, or prohibit students from performing actions related to learning activities (Arbain, Gunawan, Al Haddar, & Sitinjak, 2024).

Teaching and learning interactions at SMAN Nino Conis Santana Gleno, Ermera, show that female teachers have their own ways of using directive speech. Preliminary observations reveal that female teachers tend to employ more subtle and persuasive variations of directive speech when directing students (Knight-Bardsley & McNeill, 2016). This is an interesting phenomenon to study further, considering the importance of understanding teachers' language use in creating an effective and conducive learning environment.

Research on the directive speech of female teachers is important for several reasons (Amalia, Napitupulu, & Pulungan, 2021; Putra & Tressyalina, 2024). First, an understanding of directive speech can help teachers optimize language as an effective communication tool in

learning. Second, such research can contribute to the development of teachers' pedagogical competence, particularly in the area of instructional communication (Qizi, 2021; Slipchuk, Yuzkiv, Lutaieva, Batechko, & Pisotska, 2021; Susanto, 2019). Third, the research findings can serve as reflection material for teachers in evaluating and improving the communication patterns used in the classroom.

Problem Formulation

Based on the above background, the formulation of the problem in this study is as follows:

1. What is the form of directive speech used by female teachers in the interaction of teaching and learning Indonesian at SMAN Nino Conis Santana Gleno, Ermera?
2. What is the function of directive speech used by female teachers in Indonesian teaching and learning interactions at SMAN Nino Conis Santana Gleno, Ermera?

Research Objectives

In accordance with the formulation of the problem above, the objectives of this research are as follows:

3. Describe the form of directive speech used by female teachers in Indonesian teaching and learning interactions at SMAN Nino Conis Santana Gleno, Ermera.
4. Describe the function of directive speech used by female teachers in Indonesian teaching and learning interactions at SMAN Nino Conis Santana Gleno, Ermera.

Speech is a central concept in pragmatic studies (O'ktamovna, 2024). Austin (1962) stated that in speaking, a person does not only say something (locutionary act), but also does something (illocutionary act) and causes a certain effect (perlocutionary act). The act of speech is part of the speech event in which there is a speech situation. The components of the speech situation include the speaker and the counter-speech, the context of speech, the purpose of speech, speech as a form of action or activity, and speech as a product of verbal action (Schieb & Preuss, 2016).

Searle (1979) classifies speech into five categories based on its function, namely: (1) representative (assertive), i.e. speech acts that bind the speaker to the truth of the proposition expressed; (2) directive, which is the act of speech intended by the speaker to make the opponent perform the actions mentioned in the speech; (3) commissary, which is an act of speech that binds the speaker to carry out what is stated in his speech; (4) expressive, i.e. speech acts that the speaker intends to interpret as an evaluation of what is mentioned in the speech; and (5) declarative, which is the act of speech carried out by the speaker with the intention of creating new things (status, circumstances, and so on).

Directed Speech

A directive speech act is a speech act that the speaker intends to influence the speech partner to take action, such as ordering, commanding, begging, demanding, and giving advice (Kuchkarova, 2023). Wijana (1996) stated that directive speech is a type of illocution used by speakers to tell others to do something. This type of speech act expresses what the speaker wants.

Yule (2006) stated that directive speech is a speech act used by speakers to tell others to do something. These speech actions include: commanding, requesting, advising, recommending, and questioning (Arbain et al., 2024; Muzaqi, Pratiwi, Prabawa, & Huda,

2022). In the context of learning, teachers use various forms of directive speech to direct student learning activities.

Rahardi (2005) explained that directive speech can be manifested in various forms, including: (1) commanded speech acts, which are speech that is intended for speech partners to do what the speaker commands; (2) the act of speech request, which is speech that is intended for the speech partner to do something according to what the speaker wants in a more subtle way; (3) the act of invitation speech, which is speech that is intended for the speech partner to do something together with the speaker; (4) acts of advice, which are speech that contains suggestions or recommendations to the speech partner to do or not do something; and (5) prohibited speech, which is speech that contains a prohibition to the speech partner not to do something.

RESEARCH METHODS

Types of Research

This study uses a qualitative approach with a descriptive method. The qualitative approach is used because this study aims to describe linguistic phenomena naturally without manipulating or treating the data. The descriptive method is used to describe the form and function of directive speech actions of female teachers in the interaction of teaching and learning in Indonesian in a systematic, factual, and accurate manner (Oktaviani, Suryani, & Pratama, 2025; Sitisyam & Sudiyana, 2025).

Data and Data Sources

The data in this study is in the form of directive speeches used by female teachers in the interaction of teaching and learning Indonesian in grade XII of SMAN Nino Conis Santana Gleno, Ermera. The source of the research data is three Indonesian female teachers who teach in grade XII, namely:

5. Mrs. Delvi Ariana Natonis (teaching in class XII/CTA) with 50 directive speech action data
6. Mrs. Yuliana Evarista Musu (teaching in class XII/CSH/B) with 15 directive speech action data
7. Mrs. Regia Madeira Alves (teaching in class XII/CT/B) with 11 directive speech data

Data Collection Techniques

The data collection techniques used in this study are recording techniques and recording techniques. The recording technique was carried out by recording the entire Indonesian language learning process carried out by the three female teachers (Khair & Misnawati, 2022; Suwandi, Nurkamto, & Setiawan, 2019). Recording is done at three different times, namely:

- Recording 1: Tuesday, July 23, 2025 (first hour)
- Recording 2: Monday, July 28, 2025 (1st and 2nd hours)
- Recording 3: Thursday, July 31, 2025 (3rd and 4th hours)

After recording, the data is then transcribed into written form. The recording technique is used to record the directive utterances contained in the recording transcript, then classify them based on their form and function.

Data Analysis Techniques

The data analysis in this study uses pragmatic analysis techniques with the following steps:

8. Data identification, which is to identify speeches that are included in directive speech actions in learning transcripts
9. Data classification, which is grouping directive speech actions based on their form and function
10. Data interpretation, which is interpreting the context and intent of each directive speech used
11. Presentation of analysis results, namely presenting the results of the analysis descriptively accompanied by a comprehensive discussion

RESULTS AND DISCUSSION

General Description of Research Data

Based on the results of an analysis of Indonesian language learning transcripts at SMAN Nino Conis Santana Gleno, Ermera, 76 data on directive speech actions used by female teachers were found. The data was spread across three teachers with the following details: Mrs. Delvi Ariana Natonis (50 data), Ms. Yuliana Evarista Musu (15 data), and Ms. Regia Madeira Alves (11 data). The three teachers used directive speech in various stages of learning, starting from the opening, core activities, to closing (Mafaza, Rustono, & Awalya, 2018).

The distribution of directive speech data based on teachers can be seen in the following table:

Table 1. Distribution of Research Data by Teacher and Class

Yes	Teacher's Name	Classes	Amount of Data
1	Delvi Ariana Natonis	XII/CTA	50
2	Yuliana Evarista Musu	XII/CSH/B	15
3	Regia Madeira Alves	XII/CT/B	11
Total			76

Source: Primary Data (Processed, 2025)

Forms of Speech Actions Directive for Female Teachers

Based on the results of data analysis, five forms of directive speech were found used by female teachers in teaching and learning interactions, namely: (1) the act of commanding speech, (2) the act of asking, (3) the act of inviting speech, (4) the act of advising speech, and (5) the act of prohibiting speech. The following is a discussion of each form of the directive speech (Ruytenbeek, 2019).

1. Governing Speech

The act of ruling speech is the form of directive speech that is most widely used by female teachers in learning. This form is used to direct students to carry out certain learning activities. Example data:

Data DAN 15: *"Pay close attention."*

Data DAN 28: *"Now it's your turn to listen carefully. I'll read the text. Then, try to match them. Please write it in a book."*

Data DAN 36: *"Whoever wants to answer number 1, please go ahead and write the answer. Let's move on. Write your answers on the board."*

From the examples above, it can be seen that teachers use the act of speaking to command with linguistic markers in the form of imperative verbs such as "pay attention", "write", "advance", and "listen". The use of speech actions aims to provide clear instructions to students to carry out learning activities appropriately.

2. The Act of Asking

The act of asking is used by the teacher to beg or ask students to do something in a more subtle way than commanding. This form is often characterized by the use of the words "could" or "please". Example data:

Data DAN 01: *"Alright, can you all see the picture in the book?"*

Data DAN 26: *"Can you guys do it?"*

YEM 89 Data: *"Now, I would like to ask you two to tell me about your activities during the holidays."*

The act of asking for a more persuasive attitude of the teacher and respecting students as learning subjects. The use of the word "can" indicates that the teacher is providing space for students to respond with their own willingness.

3. Inviting Speech

The act of inviting speech is used by teachers to invite students to do activities together. This form is characterized by the use of the words "let's go", "let's go", or "let's go". Example data:

Data DAN 31: *"Let's start with the first text. Once you hear the text, write down who the person is."*

Data DAN 36: *"Let's check together. From number 1 to number 5."*

YEM 78 data: *"Let's read together about the activities of Eja. One, two, three."*

Speech acts invite to reflect a collaborative learning approach. Teachers place themselves as part of the learning process with students, not as stand-alone authority figures.

4. Advice Speech

Advice speech is used by teachers to give advice or encouragement to students. This form usually contains motivation or moral direction. Example data:

Data DAN 67: *"Don't be afraid to close your eyes. Let's learn."*

YEM 81: *"Just say words you don't understand. Don't be afraid."*

YEM 92 Data: *"Don't be shy" (to practice speaking Indonesian)*

Counseling speech shows the teacher's attention to the psychological aspects of the students. Teachers not only focus on the cognitive aspect, but also try to build students' confidence and motivation in learning.

5. Prohibited Speech

The act of prohibiting speech is used by teachers to prohibit students from doing something that is not in accordance with the learning rules. This form is usually marked with the word "don't" or "can't". Example data:

Data DAN 32: *"Everyone, listen carefully. Don't be mistaken."*

Data DAN 56: *"You can't ask your friend on the left or the right."*

Data DAN 57: *"You can't ask. Write down your observations."*

Speech is prohibited from being used by teachers to manage the classroom and ensure that students follow the rules of learning. Even though it is prohibitive, the teacher conveys it in firm language but still polite and educational.

Functions of Female Teacher Directive Speech

The directive speech used by female teachers in learning Indonesian has various functions. Based on the results of the analysis, four main functions of directive speech were found, namely: (1) directing function, (2) motivating function, (3) class management function, and (4) evaluating function. The following is a discussion of each of these functions.

1. Directing Function

The directing function is the most dominant function in the teacher's directive speech. This function is used to direct students in carrying out learning activities, starting from opening books, observing pictures, reading texts, writing answers, to presenting the results of work. Example:

Data DAN 25: *"Now, there are six images. Here are six pictures. Soon, I will read the text. Then, look at the pictures in this book."*

The directing function is very important in learning because it helps students understand the stages that must be taken to achieve the learning objectives.

2. Motivating Function

The motivating function is used by teachers to arouse students' enthusiasm and confidence in learning. Teachers use directive speech to encourage students not to be afraid to try and actively participate. Example:

Data DAN 67: *"Don't be afraid to close your eyes. Let's learn."*

YEM 91: *"Give him a round of applause. It's great."*

The motivating function shows the teacher's concern for the affective aspect of the students. By providing motivation, teachers help create a positive and fun learning atmosphere.

3. Managing Class Functions

The function of managing the classroom is used by teachers to regulate student activities and behaviors so that learning runs in an orderly and effective manner. This includes setting up speaking turns, setting sitting positions, and setting work rules. Example:

Data DAN 60: *"Please sit down. Others, please shut up and listen to your friends read."*

YEM 71 data: *"Raise your hand. Don't answer at the same time. Raise your hand if you can."*

The function of managing the classroom is essential to creating a conducive learning environment. With good classroom management, the learning process can run more effectively and efficiently.

4. Evaluating Function

The evaluation function is used by teachers to check students' understanding of the material that has been learned. The teacher asks students to answer questions, present the work, or check the answers together. Example:

Data DAN 36: *"Let's check together. From number 1 to number 5. Let's check it out together."*

RMA 100 data: *"Yes, there are now 5 questions that we need to answer. If so, re-read the text. Then answer the question."*

The evaluation function helps teachers to measure the achievement of learning goals. Through evaluation, teachers can find out the extent to which students have understood the material being taught.

Characteristics of the Use of Speech Directives for Female Teachers

Based on the results of the analysis, several distinctive characteristics were found in the use of directive speech by female teachers, namely:

12. Female teachers tend to use more subtle and persuasive language. The use of words like "could", "please", "let", and "let's go" suggests a more empathetic and respectful approach to students.
13. Female teachers often provide explanations or reasons behind the instructions given, so that students better understand the purpose of the learning activities.
14. Female teachers show concern for the affective aspects of students by often providing positive motivation and reinforcement such as "very good", "applause", and "don't be afraid".
15. Female teachers use a collaborative approach by often using the word "we" to show that teachers are also involved in the learning process with students.
16. Female teachers show patience in giving instructions by frequently repeating instructions or giving confirmation to students to make sure they understand what to do.

CONCLUSION

Based on the results of the research and discussion presented, several conclusions can be drawn as follows. The forms of directive speech used by female teachers in Bahasa Indonesia teaching and learning interactions at SMAN Nino Conis Santana Gleno, Ermera, include: (a) commanding speech acts, (b) requesting speech acts, (c) inviting speech acts, (d) advising speech acts, and (e) prohibiting speech acts. Of the 76 instances identified, command and request forms were the most dominantly used.

The directive speech functions employed by female teachers include: (a) a directing function, used to guide students in carrying out learning activities; (b) a motivating function, used to encourage student enthusiasm and confidence; (c) a classroom management function, used to regulate student behavior and participation; and (d) an evaluation function, used to assess students' understanding of the learning material.

Female teachers exhibit distinctive characteristics in their use of directive speech, tending to employ more subtle and persuasive language, providing explanations behind instructions, paying attention to students' affective aspects, using collaborative approaches, and showing patience when giving directions. Based on these findings, it is recommended that teachers—especially female educators—continue to develop and refine their directive speech strategies to foster a more effective and supportive learning environment.

Further research could investigate the impact of these directive speech patterns on student learning outcomes and motivation, as well as compare the directive speech styles of male and female teachers to gain a more comprehensive understanding of gender-based communication in educational contexts. Additionally, teacher training programs should consider incorporating modules on effective directive speech techniques to enhance pedagogical communication skills among educators.

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