

THE ANALYSIS OF DIRECTIVE SPEECH ACT DURING DISTANCE LEARNING

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*Speech act,
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Abstract - *Since the whole world has experienced the Covid-19 pandemic, which has an impact on the education system; it has changed temporarily for an indefinite period. Learning carried out in Indonesia in particular was changed from face-to-face meetings to distance learning. Interaction or communication between teachers and students is carried out online or utilizing technology, both orally and in writing. Speech acts also influence distance learning, where the expressions are given by the teacher becomes a part that has power in regulating the success of distance learning. This study aims to describe the types of directive speech acts performed by teachers to elementary school students. This research is a qualitative descriptive study with a population of elementary school teachers in Batang, Central Java. The researcher took a sample of 10 teachers who were taken randomly. The results of the study found that directive speech acts with the type of command expression are often used by teachers in distance learning with 16 expressions. The conclusion of this research is the expression of command is an expression that is often spoken by the teacher in delivering the material. Through this research, it is hoped that it can provide brief information that the teacher's directive speech acts are part of the process of delivering material or information.*

Keywords: *speech act, directive, distance learning, technology, pandemic covid-19*

INTRODUCTION

Every human cannot be separated from communication. This is because humans are social beings which humans need interaction with each other. They use language to interact with each other. According to Chaer and Agustina (2010) in (Fitriani and Prihadi 2020) to convey feelings, ideas, thoughts, and concepts use language as communication which is a main function of the language. So, the communication should have a speaker and a hearer. Communication sometimes makes misunderstanding. It happens because of the culture, character of the speaker and listener, or media of interaction. So, the understanding of the social context or communication context should be learned deeply.

Since the pandemic Covid-19, all countries have experienced a health crisis. It made the entire system of all countries change drastically. The economic sector experienced

a setback due to the government's suggestion to temporarily close, even education suffered the consequences. Education must be forced to continue using a distance learning system. This is a new thing applied to education in Indonesia. Distance Learning is a very effective alternative way to reduce the spread of the Covid-19 virus.

Distance learning is learning that prioritizes student independence (Prawiyogi et al. 2020). The concept of distance learning is that the teacher provides material to students through the media, in other words, the learning is carried out without meeting face to face in class. Teachers and students interact with the help of technology such as *Zoom, Gmeet, Whatsapp etc.* Roblyer & Edwards (King et al. 2001) states that distance learning is "the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance". This statement means that distance learning is a technique of delivering knowledge and skills that utilize technology.

Communication by using media can change the interaction between the teacher and students. A misunderstanding may happen between them, so the speech act should be paid attention to their interaction. (Della and Sembiring 2018) state that the speech act is the study of the meaning and function of an utterance that clarifies what the speaker does. It means that the utilizing of clearly speech acts can minimize the misunderstanding and the material of the teaching and learning will deliver even though in distance learning. There are 5 categories of speech acts according to (Yule 1996) they are declarative, directive, assertive, expressive, and commissive. in teaching and learning, those speech acts are always used in their interaction.

Many interactions happen in teaching and learning which consist of many speech acts. Even the teaching and learning is done online or faces to face. Some research about speech acts has been done, such (Zulkarnain and Ghozali 2020) found directive speech acts have more frequency than expressive and assertive speech acts. The research of (Wulansari and Suhartini 2015) that focus on the directive speech act, found that "the command" sentences are frequently used in the teaching of EFL. So, according to those researches, the researcher is interested to find the types of directive speech acts performed by elementary school teachers in distance learning.

Speech Act in Distance Learning

A language is a communication tool. Communication has a very vital role in human life. Without communication, an activity, interaction with each other will not occur. In communication, it does not only produce an expression spoken by the speaker but also an action was taken by the speaker or listener (Rosyidi, Mahyuni, and Muhaimi 2019).

Referring to the notion of communication, Yule (1996) emphasizes that an action that results from an expression is a speech act or speech act. A speech act or speech act according to Richard (1995) in (Purba 2011) is a situation or event that is used to speak such as giving reports, asking questions, giving warnings, approving opinions, etc. According to Purba (2011) state that a speech act is the smallest unit of speech activity that has a function.

Yule (1996) stated that an expression that is produced then generate an action has 3 types of action, they are Locutionary Act is a speech act that has many meanings. Example: *"it is raining heavily"* locutionary act takes the sentence literally. Illocutionary act is an action that results from the communication expressed by the speaker. Example: *"it's raining a lot"* from the sentence, the speaker means that the listener is more careful when travelling or the speaker suggests bringing an umbrella so that it doesn't rain. Then the third form of speech act is a perlocutionary act, which is an expression that has no intention of having any effect on the speaker but has a certain effect on the listener. Example: *"it's raining a lot now"* the assumption is that listeners can have a certain effect on the expressions spoken by the speaker.

Illocutionary acts have 5 types, including: (a) Declarative is a speech act in the form of a statement that can change a certain status. Such as expressions when carrying out the solemnization of marriages, expressions from judges related to punishment, etc. (b) Representatives is speech acts that describe a certain situation or event. Such as statements, conclusions and reports or descriptions. Example: *"the earth is round"*. *"It's raining heavily now"*. (c) Expressive is a speech act that expresses the speaker's feelings. Such as apologize, complaints, expressions of gratitude to others or expressions of congratulations to someone. Example: "I'm sorry I came late". (d) Directives are speech acts that ask the listener to do something. Such as a sentence of invitation, suggestion, request, or command. (e) The commission is a speech act in which the speaker will act on what he said. Example: the expression of a promise. *"I will come to your party tonight"*.

In distance learning, the interaction will be different between offline learning and distance learning. The students may have interaction with clear body language. But in distance learning, they should interpret the utterance of their teacher by the text. It may be more difficult for them. As we know communication is not only verbal communication but also non-verbal communication. Thus, pragmatics is primarily concerned with both the study of speaker meaning and contextual meaning (Yule 1996). On other hand, according to Chalak and Abbasi (2015) state that the pragmatics performance of a second language often seems to fall short of ideal expectations. It is because the expression of how to express the opinion will be a different understanding of the students just read the text/textbook than they see their expression.

Distance learning is a teaching and learning that utilizes the media internet and applications as tools of interaction or communication between teacher and students. In delivering material, the teacher should choose an appropriate speech act to deliver some material, direction, or suggestion in a limited time. A directive speech act is a speech act that expects the listener to do something from what the speaker says. Della and Sembiring (2018) revealed that this speech act is often used in daily communication by everyone. Fitriani and Prihadi (2020) also revealed that directive speech acts are very potential used by the teacher for managing the classroom. It is because the educators use directive speech acts to instruct their learners (Prasetyo and Mulyani 2018).

Some experts in analysing directive speech acts have done such as Zulkarnain and Ghozali (2020) focus to analyze the power that is represented in the interaction in the classroom. They analyze that the directive, assertive and expressive speech acts are the speech act type that represents the power in classroom interaction which directive speech acts are dominantly used. Then, Fitriani and Prihadi (2020) thought that the teachers can utilize the directive speech act to organize their classroom. Based on their research, they found that the directive speech act that used by the teacher in the interaction in the classroom have many various ways with the command appeared 52 data, request only have 16 data, and giving advice have 7 data. So, in this study, the researcher interest to analyze type of directive speech act used in distance learning. It because of the directive are reflection of the teacher power in classroom. The researcher want to know the type of directive speech act used in the distance learning.

METHODS

Research Design

This research is descriptive qualitative research. The researcher conducted a study that aimed to describe the types of directive speech acts performed by teachers/educators in distance learning for elementary school students in Batang district, Central Java. So that the populations of this study were elementary school teachers in Batang, Central Java who conducted distance learning and the researchers took 10 samples at random for observation and interviews.

Data Collection

The technique of collecting data in this research is by conducting observations, giving interviews to several elementary school educators who apply distance learning. The participants of this research are elementary teachers which used random sampling. The researcher choose the school that used distance learning intensively. The researcher took 10 teachers of all participants to be observed and interviewed. Observations are carried out by studying, reading carefully and thoroughly the documents and seeing the activities of educators or teachers. Patton (1990) in Ni'matuzahroh and Prasetyaningrum (2018) revealed that observation is essential for data collection in qualitative research. In observation, the researcher analyzes the document such as the Lesson plan, text of Whatsapp group, document of the materials and assignment that are given by the teacher to their students. At the interview stage, researchers conducted interviews with teachers at random. This interview aims to validate the results of the previous observations. According to Cohen, Manion, and Morrison (2000) triangulation can be defined as the utilization of two methods or more in collecting data in the study of some aspect of human behaviour. The researcher tries to find the opinion about the directive speech act in distance learning from the interview. The researcher wants to know more detail about teaching and learning which focus on the utilizing of directive speech acts in distance learning.

Data Analysis

In analyzing the data, the researcher used the theory of Miles and Huberman (2014), namely: (1) Data Condensation, (2) Data Display, and (3) Drawing and Verifying Conclusions. Data condensation is the sorting of data taken in a focused manner, simplifying and or abstracting from the results of data collection through interviews, observations, other documents. While the data display is a general data display that allows conclusions to be drawn. Drawing and verifying conclusions is the final conclusion from the previous step which intends to explain the results of the observations made (Miles et al., 2014). Sugiyono (2016) describes the analysis data according to Miles and Huberman (1984) in figure 1:

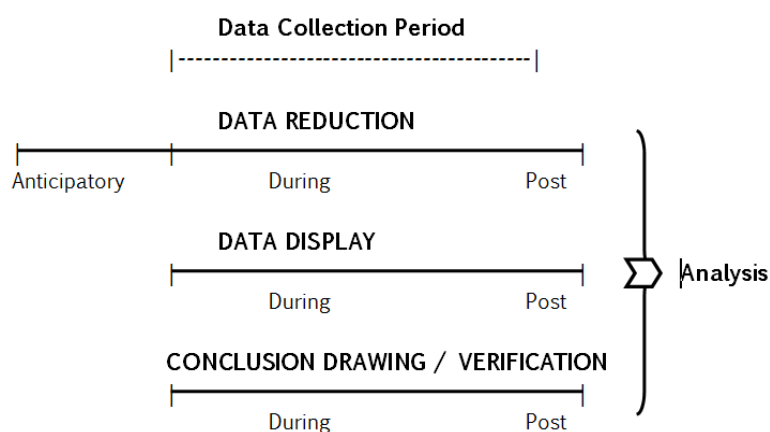


Figure 1. Flow model

FINDINGS AND DISCUSSION

Finding

Based on the data collection this research used observation and interviews. The researcher conducted employing observation and interviews with 10 educators or teachers. According to Kreidler (1998: pp.183-194) in Rosyidi et al. (2019) directive expressions are divided into 3 types, including: (1) commands or orders, (2) suggestions or suggestions, and (3) requests or requests. The expressions of command and request have different meanings, an order is an expression in which the listener must perform an action expressed by the speaker while a request is an expression where the listener can or cannot perform an action expressed by the speaker which is usually more polite than the

expression of an order (Wulansari & Suhartini: 2015). Several findings were found after observing the document and present as follow:

Table 1. Directive Speech Act by The Teacher

Data	Suggestions	Commands	Requests	Total
Data 1	0	4	0	4
Data 2	1	0	0	1
Data 3	3	2	1	6
Data 4	1	1	1	2
Data 5	1	2	0	3
Data 6	0	0	4	4
Data 7	0	2	1	3
Data 8	2	1	0	3
Data 9	0	1	1	2
Data 10	2	3	3	8
Total	10	16	11	36
Average	1	2	1	4

Those data were found after analysing some documents. The researcher analyzed from the teacher who conducted their teaching by Whatsapp group. Almost all schools used Whatsapp as media in teaching and learning during the pandemic. So that, the researcher analyzed the documents that were given by the teacher. The teacher sent documents and ordered all students by sending a PDF/doc format file, and then students are asked to do some of the tasks that have been given at a certain time. Assignments are assigned according to the agreed lesson hours. 1-day students will get 2 subjects to be studied at home. Based on the data above it is clear that Command speech acts are dominantly used with a total of 16 data, the next speech act is Request with a total of 11 data, and the last is Suggestion with a total of 10 data. Some data of the Command speech act presented as follow:

Data 08/02

“...Kemudian utk tugas kerjakan tugas no 1 dan 2 pda hal 93 dan 94...”
(“...Then for assignments, do tasks no. 1 and 2 on pages 93 and 94...”)

Data 05/02

“...Pembelajaran kali ini, teman-teman harus mampu melatih kedisiplinan, kemandirian, ketrampilan dalam membuat karya dua dimensi melalui keterampilan menggambar dan menempel...”

[“...In this lesson, you must be able to practice discipline, independence, skills in making two-dimensional works through drawing and pasting skills...”]

Then the data of the Suggestion speech act presented as follow:

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Data 02/02

“...Cobalah baca dongeng fabel pada LKS mu. Agar lebih paham...”
[“...please read the fable on your Worksheet, to understand...”]

Data 03/03

“...Sebelum memulai jangan lupa berdoa menurut kepercayaan masing-masing...”
[“... Before you start, please pray according to your beliefs...”]

Data of The Request speech act presented as follow:

Data 06/02

“...Simak video kemudian jawab pertanyaan yaa...”
[“...Watch the video then answer the questions...”]

Data 10/05

“...Sekarang kita belajar lagi ya...”
[“...Let's study again...”]

Those are the sample of the data got by observing. According to those data, the types of directive speech acts (command, request, and suggestions) are always used by the teacher. After observing, the researcher interviewed some teachers. The purpose of this step is for analyzing the data deeply and validate the result of observation. The researcher interviewed 10 teachers of them. One of them is the teacher of SD N Plumbon. She said that

“We have a problem in teaching by distance learning, some of them are still doesn't have good support tools. Such as a handphone or computer. We just used Whatsapp group for delivering materials and giving an assignment. To deliver those, absolutely we used simple sentences because of the limitation of time and place. Some Command, Request, and Suggestion should provide directly without chit chat.”

The same answer is also given by the teacher of SD N 1 Tersono but she also adds opinion

“We provide some video and sometimes used the zoom to deliver the material if we need to, but it is still not enough. We should give some exercise and explanation more to them”

According to their statement, It can be concluded that learning by using distance learning should use simple and clear directions. The limitation of the time, place, and necessity of achievement make the teacher think about the strategies to delivering material and some assignments to their students. The word, sentence, and utterance should be selected carefully.

Discussion

Based on the analysis of table 1 the data of directive speech act by the teacher and the data of interview above. It could be seen that command expressions dominate most of the expressions of request and suggestion. Those data are related to the research of Fitriani and Prihadi (2020) which found that command speech acts are more dominant than others. Zulkarnain & Ghozali (2020) also revealed in their research that there are several speech acts that state that the teacher has power in the classroom, namely: directive, assertive and expressive. In his research, he concludes that the dominant directive speech act can indicate that the teacher has power or power in the process of delivering the material he teaches. Likewise, with this research from the results of interviews, teachers think about how their learning can be carried out and students can understand it so that each learning competency can be achieved in a short time and limited space (distance learning). The teacher utilized the textbook for supporting their students in studying at home with the help of their parents. So the teacher just only gives the suggestion, command and request to do something dominantly by WhatsApp or other media.

The limitation of time and place to explore the materials, make some teacher confused about how to communicate with their students. As a result, the teachers utilized some media as well as they can operate it. Simple interaction, and to the point of communication can impact this learning. Indirectly, the teacher often gives direction about something to do than an expressive utterance. it relates to the research of (Fitriani

and Prihadi 2020; Sugiharto and Aditama 2021; Zulkarnain and Ghozali 2020) which all of them found that the directive speech act was always used in classroom teaching and learning.

039 CONCLUSION

Speech acts refer to acts such as making a statement, apologizing, requesting, etc (Santosa, Fauziati, and Supriyadi 2021). Every interaction that occurs in the classroom, of course, is done using communication. A teacher will give a direction, suggestion, command, or other expressions through communication that has a certain meaning whether it is intended by the listener or not, that is what is called a speech act. It is related to the Yule (1996) states that it belongs to the pragmatics which is concerned with both speaker meaning and contextual meaning. In this situation, the interaction of learning was often done by utilizing media. Based on the finding and discussion

Speech acts carried out by teachers often contain the meaning of orders; this is indeed the case because basically, a teacher has power over the class they are guiding. In this study, the researcher found that command speech acts are dominantly used in distance learning with a total of data are 16, suggestion speech acts have 10 data, and request speech acts have 11 data. So according to the finding that the teacher power can still be used for managing the class even online or offline, but if this distance learning is used for a long time. It will have a bad effect on teaching-learning where the teacher gives the direction, command, etc. frequently. Briefly, the teacher will show their power and their student will be uncomfortable with it.

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