Directive Speech Act Used by EFL Teacher in Classroom Interaction at SDN Banaran 1 Kandangan

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Abstract

Determining the appropriate learning process is crucial for establishing a strong foundational understanding for elementary school students. The students' background and environment significantly influence their competence. This research aims to identify the types and functions of directive speech acts employed by teachers, analyze their frequency and context, and assess their impact on student engagement and learning outcomes. This paper presents the author's observations while accompanying the EFL teacher and students during classroom interactions at SDN Banaran 1 Kandangan. Utilizing a qualitative approach, the researcher recorded classroom interaction between teacher and students to analyze the directive speech used by the teacher. The study reveals a predominance of specific directive forms such as greeting, question, commands, requests, and prohibitive. The results indicate that the most use directive speech acts used by the teacher is request type. It is caused by the teacher who has a lot activity for asking students to do something with her together. Pragmatically, it has inviting and persuading meaning. Exploring how directive speech act found in classroom interaction and the teacher used request the most in teaching learning activity, means that next research suggest to do in different places to find difference directive speech act the most used by EFL teacher.

Key words: speech act, directive speech act, pragmatic

Introduction

The use of language is very important as a means of human communication, both in the residential environment and in the school environment. (Krissandi & Setiawan, 2018). Effective communication is a crucial aspect of teaching and learning in the classroom.

According to the Ministry of Education, Science, Technology, and Innovation (Kemendikbudristek), English will be required reading beginning in grade 3 in elementary school. This is in accordance with the guidelines set forth in Permendikbudristek Number 12/2024 by the Head of the Standard, Curriculum, and Assessment of Education for Mendikbudristek Anindito Aditomo. "English will become a mandatory subject starting in grade 3 in elementary schools, madrasah ibtidaiyah, or other equivalent educational units," said Anindito on CNNIndonesia.com on Thursday (25/4). Anindito clarifies that this emphasis is not based on knowledge of grammar or syntax, but rather on the use of English for practical purposes such as communication and information gathering. Anindito understands that this provision implementation requires time. For this reason, English language instruction in elementary school will begin in the 2027–2028 school year.

Speech acts are individual symptoms that are psychological in nature and their continuity is determined by the speaker's language skills in dealing with certain situations. (Chaer & Agustina L., 2020:50). Speech acts are the product or outcome of a sentence under certain conditions which can be in the form of statements, questions, orders or others. So, in communicating, humans use speech to express what they want to convey. Usually both the speaker and the interlocutor use language not only to convey and understand directly, other meanings implied by the communication are also taken into account. (Rohmadi, 2020:29).

Based on the description above, this is the background for researchers to make speech acts directive in elementary school age children in class I of SDN Banaran 1 Kandangan, Kediri Regency as research material. The following is an example of a directive speech act in class I at SDN Banaran 1 Kandangan, Kediri Regency:

Teacher : "Please mention fruit in English! (show the picture)"
Student : "Orange, mango, watermelon"

The conversation above shows that the directive speech is in the words "Please mention fruit in English!", the meaning of the directive is to order. Real conditions show that the use of directive

speech acts in teaching and learning interactions in elementary school can be easily understood by students if students receive clear instructions and are delivered bilingually by the teacher. This is because the learning situation at the research object is a school with sufficient human resources. Another factor that influences students' difficulties in grasping meaning is the lack of a vocabulary bank in their memory, and considering that elementary school age is still a time when they tend to play, this makes it difficult for students to grasp the meaning given by the teacher.

The use of directive speech acts in teaching and learning interactions is one form use of various speech acts. Through directive speech acts teachers can utilize various types of acts directive speech to enliven learning interactions. Each type of directive speech act has important meanings in teaching and learning interactions. Every use of language, especially language In acting in directive speech, Indonesians certainly look at the context in order to understand the meaning delivered by the teacher.

The aim of this research is to determine (1) the types of directive speech acts in classroom interaction in elementary school age class I SDN Banaran 1 Kandangan, Kediri Regency. (2) pragmatic meaning of directive speech act in first grade elementary school age children at SDN Banaran 1 Kandangan, Kediri Regency.

Methods

This research method is a qualitative descriptive method with the aim of obtaining an objective description of teacher and student speech act in classroom interaction at class 1 of SDN Banaran 1 Kandangan, Kediri Regency. The data collection techniques used in this research are the free-to-engage listening technique, and the note-taking technique. This data collection technique was used by researchers to obtain complete data regarding the types of directive speech acts. The data obtained by this research amounted to 10 utterances. Of the 10 utterances, there are 5 types of directive speech acts: types of directive speech acts: greeting, question, command, request, and prohibition. The pragmatic meanings found are as follows: greeting, inviting, reminding, ordering, directing, persuading, and reprimanding.

Results and Discussion

This research data provides an explanation of the research results and discussions carried out by the researcher while conducting research at SDN Banaran 1 Kandangan, Kediri Regency for

the 2023/2024 academic year when learning took place in class 1.

All data that has been collected and triangulated by experts will be analyzed one by one to get answers to two research problem formulations, namely types of directive speech acts and the meaning of directive speech acts in classroom interaction at SDN Banaran 1 Kandangan, Kediri Regency, academic year 2023/2024. The initial step of data analysis describes the type and meaning of directive speech acts. There are aspects of context that can determine the type of speech act used by the speaker and the meaning contained in the speech act.

A directive speech act is a form of speech that is intended by the speaker to create an influence so that the speech partner carries out a certain action Searle (Rahardi, 2020: 71). This means that what the speaker says consciously influences the speaker to do something, either consciously or unconsciously.

Every utterance certainly has a certain meaning or intention that it wants to convey to the speaker. The meaning of speech is known based on the context of the situation in which the speech takes place. Speakers and interlocutors must understand each other's context of speech so that there are no misinterpretations in communication. In the data analysis section, one to five examples of each type of directive speech act.

Apart from analyzing the types of directive speech acts, researchers also have the aim of analyzing the meaning of directive speech acts. In analyzing pragmatic meaning in directive speech acts, researchers certainly understand the context of the speech situation to find out the meaning contained in the speech. As a result of this research, thirteen pragmatic meanings were found in learning, namely 1 meaning to greet, 3 to invite, 2 meanings to remind, 3 meanings to order, 2 to direct, 1 meaning to persuade, 1 meaning to reprimand. The dominant meanings spoken by teachers and students are the meaning of inviting and the meaning of ordering. The explanation that will be given is an elaboration of the problem formulation written by the researcher. The types and meanings of directive speech acts from the learning process at SDN Banaran 1 Kandangan, Kediri Regency for the 2023/2024 academic year that will be analyzed are: greeting, question, command, request, and prohibitive directive speech act.

a. Greeting type: "Good morning kids"
    Greetings are used to initiate interactions, show respect, and establish a rapport between the speaker and the listener. In this case also contains a pragmatic meaning as greeting also and inviting. It is used to the

teacher to open the class before starting the class.

b. Question type: "How to say semangka in English?", "What is the alphabaet after B, please say in English!"

Questions are used to seek information, clarify, or confirm something. In this case the speaker uses the question sentence because if a speaker intends to know the answer to a thing, a situation or information, the speaker must use the question sentence to the speech partner. In this case also contains a pragmatic meaning as ordering, the teacher gives the students a question to answer.

c. Command type: "Please count 1-10 in English", "Please repeat till can!".

Commands are used to give orders, instructions, or directions. Commanding is the type used by the teacher to make students do something. The command directive speech act is successful if the speaker has control over the activity between the speaker and the hearer. (Dewi, 2021). In this case also contains a pragmatic meaning as ordering and directing. The teacher asks the students to do or make something given.

d. Request type: "Can you mention the names of fruit in English?", "Let's sing A B C song", "Let's sing a color song", "Let's count number in English together".

Requests are used to ask politely or formally for something. The teacher's speech had a directive illocution in which the speaker asked the speech partner. The teacher's speech had a directive illocution in which the speaker asked the speech partner. (Dewi, 2021). In this case also contains a pragmatic meaning as inviting and persuading. The teacher asks and invites the students to do the instruction given.

e. Prohibitive type: "Don't be noisy and keep silent please".

Prohibitions are used to forbid or prevent something from happening. A prohibition action is an order from the speaker, so the speech partner does not do or do anything. This speaker has its own reasons so that the speech partner does not do what the speaker forbids. (Sari., Mubarak., 2020). In this case contains a pragmatic meaning as reminding and reprimanding. The teacher reminds the student to not be noisy dan keep silent in the class when the teacher explaint the material.

In communication between speakers and speech partners, it cannot be separated from the context of the speech situation and the pragmatic meaning contained therein. (Leech, 1983). (Rahardi, 2020: 70) explains that pragmatics is the study of meaning in speaking situation. So, from this statement, 'speech situations', whether spoken or written, do not have a clear meaning. However, thanks to the presence of context, it details the characteristics of the situation that are needed to understand the meaning of the utterance. Starting from Leech's opinion, he reiterates that a speech act is separated from the context of the speech. The purpose or function of context makes it easier to understand the speaker's meaning. The aim of communication between the speaker and the speech partner is to capture the meaning of the speaker, then communication is achieved.

(Rahardi, 2020: 2) explains that the determinant of pragmatic meaning is the existence of the context itself. Pragmatic context is all kinds of aspects outside of language which are the main determinants of the presence of a linguistic meaning. Meaning or intent has the main goal of every communication between speakers and interlocutors. If the interlocutor cannot understand the speaker's meaning or meaning, then of course the communication cannot run well. The results of research and analysis of types of directive speech acts in teacher and student interactions in learning in class 1 of SDN Banaran 1 Kandangan, Kediri Regency for the 2023/2024 academic year contain pragmatic functions.

Conclusion

Based on the results of research and data analysis, it can be conclude that The most dominant type of directive speech act that often appears in the speech of teachers and students is the type of directive speech act 'requests', 'questions' and 'commands'. these three types of directive speech acts are the most prominent and are widely used by students or teachers to ask, order, and ask with the intention of reminding. The dominant pragmatic meanings spoken by teachers and students are the meaning of inviting and the meaning of ordering. The researcher suggests introducing pragmatics in teaching to capture the meaning of speech situations and collaborating with teachers to use English appropriately. This will help elementary school children adapt to hearing and speaking English. The research also aims to provide new insights into directive speech acts and their meanings for readers and researchers.

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