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A Study Teacher's Directive Speech Act in Teacher Talk at SMP Muhammadiyah 1 Sleman

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A B S T R A C T

Directive speech acts are essential in teaching and learning activities. Students will better understand their learning abilities if they use suitable directive speech acts. This research aimed to describe the functions of directive speech acts used by the teacher at SMP Muhammadiyah 1 Sleman. The study utilized a descriptive qualitative approach, focusing on the directive speech acts of the English teacher. The researcher served as the primary instrument, involved in all stages of the research, including data collection via video recordings. Dialogues were transcribed and classified based on Bach and Harnish's theory of directive speech acts. Data analysis followed the interactive qualitative method by Miles and Huberman (1994). The result of this research finds that "asking" was the most frequent act, with 127 instances (47%), followed by "ordering" (49 utterances, 18.1%) and "demanding" (16 utterances, 7%). The research emphasizes how these speech acts, often expressed through imperative forms, play a critical role in promoting an effective learning environment and enhancing student engagement.

Keywords: *Speech Act, English Teaching, Teacher Talk.*

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INTRODUCTION

The use of language in teaching and learning interactions represents a crucial form of communication, involving speech events and speech acts. According to Chaer & Agustina (2004, p. 50), speech acts are individual psychological phenomena influenced by the language ability of speakers in specific contexts. In these interactions, teachers play a vital role in guiding students to use language correctly and appropriately for effective communication. Moreover, teachers need to engage and motivate students to participate actively in learning activities, thereby creating a positive and impactful atmosphere for both teachers and students through the use of speech acts.

Directive speech acts in teacher talk refer to the ways in which teachers use language to direct, instruct, or guide students in the classroom. These speech acts are crucial for educational and linguistic research because can influence student learning outcomes, engagement, and motivation. Examining these speech acts provides insights into how teachers facilitate learning and student responses. The teacher's directive speech acts can help students improve their language skills. The teacher can use directive speech acts to provide instructions, ask students to participate, and facilitate discussions.

A significant factor affecting language communication skills in learning is the linguistic knowledge possessed by teachers. When teachers do not clearly articulate their language during the learning process, it can hinder students' understanding. Therefore, teachers must demonstrate competence in their spoken language and grasp the characteristics of effective teaching interactions. Teacher talk significantly impacts students' language skills and

comprehension of the subject matter. Thus, teachers' proficiency in speech acts is essential for enhancing students' language abilities.

The use of directive speech acts is a common practice in teaching and learning interactions, allowing teachers to utilize various types of directives—such as requests, questions, commands, and advice—to guide classroom engagement. The use of polite language is also imperative, as it reflects the speaker's character and helps create a comfortable learning environment for students. Teachers should be mindful of their language, as their talk serves as a model for students, facilitating imitation, practice, and reinforcement of language skills. Teacher talk is crucial in controlling student activities, providing directions, explaining tasks, and checking comprehension (Sinclair & Brazil, 1982, p. 77).

Using the directive speech act, this study will focus on the use of directive speech acts at SMP Muhammadiyah 1 Sleman. John Searle classifies directives as speech acts aimed at getting the listener to do something. He defines directives as acts that express the speaker's desire for the listener to carry out an action (Searle, 1969, pp. 66–69).

A directive is an attempt by the speaker to get the addressee to perform an action, such as ordering or requesting. Harnish & M (1979, p. 42) state that the speaker should provide enough relevant information to help the hearer comply without overwhelming them with unnecessary details. The information conveyed should also offer reasonable justifications for compliance, avoiding ambiguity and disorder.

Directive speech acts are a type of illocutionary act. Searle (in Rohmadi, 2004, p. 32) defines directive speech acts as those performed with the intention of prompting the interlocutor to take specific actions. Tarigan & Tarigan (1986, p. 47) notes that these acts aim to influence the listener through their responses. Ibrahim (1993, p. 27) further explains that directive speech acts express the speaker's desire for the hearer to take certain actions. Essentially, a directive speech act occurs when the speaker expects the listener to respond by acting as requested.

Moreover, Kent Bach and Robert M. Harnish discuss directive speech acts within the framework of speech act theory. They explore how directives are employed in communication to influence the actions of others. According to them, directives are intended to get the hearer to do something, and they play a crucial role in everyday conversation. Bach and Harnish emphasize that the effectiveness of a directive often relies on various factors, including the context of the utterance, the relationship between the speaker and the listener, and the use of politeness strategies. They argue that the communicative intention behind a directive is fundamental to understanding how language functions in social interactions (Harnish & M., 1979, pp. 22–25).

According to Harnish & M (1979, pp. 47–59), directive speech acts are divided into six types, each encompassing several specific functions. The Requestive Type includes asking, pleading, praying, stressing, and inviting; the Question Type involves asking and interrogating; the Requirement Type comprises willing, commanding, demanding, dictating, directing, instructing, managing, and requiring; the Prohibitive Type includes prohibiting and restricting; the Permissive Type covers approving, allowing, bestowing, and forgiving; and the Advisories Type includes advising, counseling, and suggesting.

Literature Review

This theory has been widely used in several studies. Among them is research conducted by Shohreh Shahpouri Arani (Arani, 2012). He conducted a study on directive speech acts among Persian-speaking nursery school children. The research found that children are aware of the social dynamics in communication and utilize different politeness markers compared to adults, such as polite verbs and phrases like "please" and "thank you." Additionally, they use declarative statements with illocutionary force to establish social distance.

Tinatin Kurdghelashvili (2015) explored the use of politeness strategies and speech acts, including apologies, requests, and commands, in classroom interactions. The study revealed that while students had some knowledge of politeness, they struggled to apply it effectively in English communication. It was suggested that teachers should enhance students' communicative competence by providing more opportunities for them to practice English speech acts.

The two studies above focus more on students' directive speech. Therefore, this research is considered interesting to conduct because it focuses on the teacher's directive speech and its function.

METHOD

This study employs a descriptive qualitative method, as defined by Christensen, L. B., & Johnson (2000, p. 17) as primarily relying on the collection of qualitative data. Qualitative research procedures yield descriptive data comprised of spoken and written words, as well as observable behaviors (Bogdan & Taylor in Moleong & Surjaman, 2006, p. 4). Sugiyono (2010, p. 15) notes that qualitative methods are grounded in postpositivist philosophy, focusing on natural settings where the researcher serves as the key instrument.

Arikunto (2010, p. 119) explains that the subject of research is an important area from which data will be collected. This study was conducted at SMP Muhammadiyah 1 Sleman, DI Yogyakarta, in January 2017, during the 2016/2017 academic year. The main subjects of the research were the English teacher of grade VIII and 36 students (23 female and 13 male) who interacted with the teacher.

The data collection techniques in qualitative research include interviews, observations, and transcription. (1) Interviews: According to Sugiyono (2009, p. 72), an interview is an exchange of information through questions and responses. The interview for this research took place on January 16, 2017, to gather information from the grade VIII English teacher, using audio-visual recording for documentation. (2) Observation: Bogdan and Biklen (1982, p. 27) state that the researcher is the primary instrument in qualitative research. In this study, observation was conducted four times from January 16 to 31, 2017, where the researcher noted behaviors and contexts occurring in the classroom, using a handy-cam or mobile phone to record activities. (3) Transcription: After data collection, the next step was transcription, which serves to analyze the data. The researcher documented all recorded utterances, particularly the interactions between the teacher and students, by listening to the recordings to understand the context.

Using a descriptive qualitative approach the next step after data collection was analysis (data display), and ends with verification and conclusion.

FINDINGS AND DISCUSSION

The Functions of Directive Speech Acts

According to Harnish & M (1979, pp. 47–59) there are some functions of directive speech act as mentioned above.

In this study, it was found out that there were some functions of directive speech act that was applied by the teacher. They were inviting, requesting, instructing, ordering, directing, demanding, prohibiting, advising, suggesting, warning, asking, interrogating, forgiving, allowing.

Ordering

The function of ordering is used to order or ask the hearer to do something in a direct way. Here are some examples of ordering found in this study:

T : It is the time for the lesson. Open your book, on page 64!

Ss : Yes

T : Ok. Start from you; write your answer on the white board.

Ss : Yes Ma'am. *One by one of the students walked in front of class and then, wrote they answer on the white board*

T : Good. Do it now! I go to the restroom, just a minute. Don't be noisy. Do you understand?

Ss : Yes

T : Listen to your friend. If you do not listen, I will give you minus point. Start now!

Ss : *The students started the dialogue*

In example (1), the teacher ordered the students to open the book page 64. Her expressions obviously belong to ordering function. The formula in performing of ordering is Verb1 + Object. The teacher ordered the students to do something using direct speech act in the form of imperative. She performed directive with the illocutionary force of ordering.

In example (2), the teacher ordered the students to write their answer on the white board, starting from Winda. The utterance belongs to ordering function. The teacher expressed it directly by using imperative form. The students were obliged to do what the teacher's want because the imposition was maximized.

In example (3), the teacher ordered the students to do the assignment. The teacher's utterance belongs to directives function of ordering. The utterance uses imperative form: Verb1 followed by Object. The teacher conducted the act of ordering directly.

In example (4), the teacher ordered her students to listen to their friends. The utterance is classified into directive. The act used by the teacher is imperative form. Her utterances belong to the illocutionary force of ordering. The act of ordering was carried out directly. By so doing, the students were expected to do what was ordered.

Instructing

The function of instructing is used to express commands to do something. Here are some examples of instructing uttered by the teacher are showed below:

T   : Time is up. Submit your sheet here!

Thanks for the time. Wassalamu'alaikum Wr. Wb

Ss   : Wa'alaikumsalam Wr. Wb.

T   : Take them to the library. Who is picket now?

Ss   : Yes, I am.

T : Ok, students. Look at the first dialogue. What is the answer?

Ss : It is amazing.

In example (5), the teacher commanded the students to submit their sheet on the teacher's table. The act of instructing was conducted directly in the form of imperative. By saying that, the students were hoped to do what was instructed. The students must respond to the utterance expressed by the teacher as a reason for doing something. The structure of formula is Verb1 + Object + Adverb.

In example (6), the teacher ordered the students to take the books to the library. The illocutionary act conducted by the teacher was meant to insruct because she wanted the students to do something for her. The students were instructed to do the order directly because the teacher had a higher position than the students. The utterances were delivered in the form of positive imperative.

In example (7), the teacher commanded the students to look at the first dialogue. The utterance is categorized into directive. The teacher carried out the act of instructing clearly. The function of instructing was to give the command directly to the students, to take some actions for her. The formulaic structure of instructing was applied by using: Verb1 + Object/Adverb. In this case, the teacher used the imperative form to instruct the students.

Directing

Directing is used to express the provision of instruction, direction, and guidance from the speaker to the hearer. Here are some examples of directing found in this study:

T   : If there are empty seats in the front row, please sit there.

S   : *They arranged the books and bags, then they moved to the front row*

T   : You and your partner stand up here. I read the synopsis, after that you start to practice the dialogue without seeing the book. Do you understand what I've said?

Ss   : Yeees Ma'am.

In example (8), the teacher directed the students to move to the front row if the seat was empty. The utterance showed an example of directing. It was marked by using of imperative form: Verb1 + Object/adverb. In this case, the utterance expressed by the teacher was directing. It was intended to make the students move to the front row.

In example (9), the teacher directed the students of how to practice dialogue in front of the class. The teacher's utterance belongs to directive with the illocutionary force of directing because it was the teacher's responsibility to give guidance how to perform the dialogue in front of the class. The students were obliged to do what the teacher's want.

Demanding

The demanding function is used to express a request or the speaker demands a wish from the hearer in order to do something. Here are some examples of demanding found in this study:

10) T   : Repeat... loudly!

S   : *The student read again loudly*

11) T   : Pay attention, please! I give you 15 minutes to answer the questions.

Ss   : Yes, Ma'am

In example (10), the teacher demanded the students to repeat reading the book loudly. She used the imperative form "repeat" and the direct utterance. The expression above indicates that the teacher employed the act of demanding. It belongs to directive form because the students expressed what the teacher wanted. By doing so, the teacher demanded the students to repeat reading the book loudly.

In example (11), the teacher demanded the students to pay attention to her and to answer the questions in 15 minutes. The utterance means that the teacher gave instruction to students to do something. This belongs to directive function of demanding. The teacher intended to encourage the students to be able to answer the questions in 15 minutes. When giving the instruction, she used the imperative form, followed by the declarative form.

Requiring

The requiring has function to express the rules or conditions that must be obeyed in order to achieve certain goals. Here are some examples of requiring found in this study:

T   : Time is up. Review. Today we discuss about recount text. For the next meeting, you must write one paragraph about your good experience. Therefore, write your good experience. Do you understand what I say?

Ss   : Yes, Ma'am.

T   : Next meeting, you must submit this assignment.

In example (12), the teacher required the students to write one paragraph about their good experience. The example contains an auxiliary"must". "Must" is an illocutionary force-indicating device of requiring. By using that, the students obeyed what the teacher instructed.

In example (13), the teacher required the students to submit their assignment. Her utterance is categorized into requiring function. It belongs to directive because the teacher required her students to do something. She required the students to do something, which was submitting the assignment.

Requesting

The aim of requesting is to ask or order someone to do something politely. It can also be defined as indirect command.

Here are some examples of requesting found in this study:

T   : Could you tell me about the recount text?

S   : hmm... *thinking*

T   : Adit, will you come in front of the class to read your homework?

S : Ok. Last holiday, my family and I went to the zoo. The zoo is an interesting place. I saw many animals. There were tigers, elephant, lion, snakes, giraffe, zebra, monkey, etc. We brought food to feed the animal. My old brother gave bananas to monkey. I had the pictures of the giraffe that were eating leafs at the branch of the tree. I felt very happy.

T : Now, please raise your hand if you have the correct answer.

Ss : *The students raised their hand, as their answers were correct*

In example (14), the teacher requested the students to tell about the recount text. She performed directive with the illocutionary act for requesting. The requesting expression uses the following formula: could + subject + verb + object. Based on that formula and the context, the teacher's utterance is in the form of interrogative and implies request since the teacher requested the student to tell the recount text politely. The teacher uttered the request indirectly. The strategy used by the teacher is based on the assumption that the students were able to do what the teacher instructed. The teacher utterances sounded more polite. She attempted to minimize the imposition.

In example (15), the teacher requested a student to stand up and read his homework in front of the class. She used illocutionary force of requesting. Her utterance belongs to requesting function. It is used in interrogative form, which has auxiliary verb "will" followed by pronoun "you" and is closed with the question mark. The teacher performed the request indirectly by saying that she believed that the student was able to do what she commanded.

In example (16), the teacher requested the students to raise their hand if their answers were correct. She used the exclamation word "please" to make a request more polite when the hearers heard it. It was used to instruct the hearers to do something for her. This shows that the utterance expressed belongs to requesting. The teacher conducted the act of requesting indirectly.

Inviting

Inviting is one of the function of requestive. The inviting function is used to express a request to the hearer to join or participate in the activity done by the speaker.

Here are some examples of inviting uttered by the teacher:

T : Ok. Before we continue our material, let's pray together!

Ss : *The students prayed together seriously*

T : Ok. Let's continue our lesson.

S : I am Ok, Ma'am. T : Next... next... you just have 8 minutes. Rina, let's perform!

S : Not yet Ma'am

In example (17), the teacher invited the students to pray together before continuing the lesson. The teacher expressed the utterance directly. In this utterance, the word 'let's' causes the utterance to be heard more politely. It makes the request softer. The pattern of the utterance used by the teacher is "Let's" followed by Verb. Based on the context, the teacher's utterance is categorized into illocutionary force and the positive imperative form. She used the utterance to invite the students to pray together.

In example (18), the teacher invited the students to continue the lesson. The utterance is classified into directive function of requesting. The teacher performed the act of inviting directly. The utterance belongs to imperative form. By using that, the students were expected to do what was instructed.

In example (19), the teacher invited a student to perform in front of the class. The teacher used that expression in the form of imperative directly. Thus, it is categorized into requesting. The expression of requestive uses the structure "Let's + Verb" that has the function to invite the students to do something.

Prohibiting/Forbidding

The prohibiting is expressed to order the hearer not to do something. Here are some examples of prohibiting produced by the teacher:

T : Good. Do it now! I go to the restroom, just a minute. Do not be noisy. Do you understand?

Ss   : Yes

T   : Think first before your answer. I will take your score. Do not cheat. Do by yourself.

Ss   : Yes Ma'am

In example (20), the teacher forbade her students not to be noisy. Therefore, her utterance belongs to directive one. The expression is called as forbidding because it contains illocutionary act with an indicating device "don't". In giving a prohibition, she used the imperative form along with the negative auxiliary verb "don't + base form". In this case, the students were forbidden to be noisy because the teacher would go to the restroom.

In example (21), the teacher prohibited the students to cheat because she would take the score. This utterance indicates that the teacher employed the act of prohibiting. The prohibition utterance belongs to directive since the teacher used the utterance to get the students to do what the teacher wanted. The teacher expressed it directly by using the imperative form.

Warning

The purpose of warning is to tell the listeners about the danger. Here are some examples of warning are presented below:

T   : Please do it now! Be careful when you choose the answer.

Ss   : yes ma'am * the students did the quiz seriously*

T   : Listen to your friend. If you do not listen, I will give you minus   point. Please, start now!

Ss   : *The students started the dialogue*

In example (22), the teacher warned the students to be careful in choosing the answer to the questions because she would take the score. The utterance above belongs to warning that uses the form: be + adjective (careful). This utterance belongs to directive with warning as illocutionary force since it is intended to make the students do something. By saying that, the teacher warned the students to be careful in choosing the answer on the quiz because she would take the score. She hoped that the students would get good scores. The adjective "careful" is used to give the hearer a caution or warning.

In example (23), the teacher ordered another student to listen when their friends performed. She warned the students to be silent or she would give minus point if they were not quite. The utterance expressed by the teacher belongs to warning. The act of warning was carried out directly. The teacher used imperative form followed by declarative form to strengthen the warning if the students did not do what the teacher told.

Advising

The function of advising is used to give advice for the mistakes made by the hearer. Here is an example of advising found in this study:

T   : If you did not to study at home, you would lose. Because you will get bad score and you will forget about the material. I hope you change your bad habits. You must study hard right now. Do you understand what I mean?

Ss   : Yes, Ma'am

In example (24), the teacher advised the students to study hard at home if they did not want to fail. The teacher's utterance above belongs to directive function of advising. In giving an advice, she hoped that the students changed their bad habits and studied hard so that they would be good students. This utterance is declarative one, which form is "subject + must + verb".

Allowing

The function of allowing is applied to allow or to give the hearer an opportunity to do something. Here are some examples of allowing expressed by the teacher:

S   : Ma'am, can we use dictionary?

T   : Please do. You can use the dictionary.

S   : Ma'am, may I go to the restroom?

T   : Yes, please

S   : Ma'am, may I ask you if I don't know?

T   : of course, you may ask me.

Please, attention class. If the text is not clear or you find something difficult, you can ask me.

In example (25), the teacher allowed the students to use a dictionary. The teacher's utterances belong to allowing because she gave the students freedom to use a dictionary. She allowed students by saying, "please do" and added the auxiliary "can". The utterances were applied in the form of declarative. So, her utterances belong to directive with allowing as illocutionary force since the teacher used them to get the students to do something.

In example (26), the teacher allowed a student to go to the restroom. The student asked for permission to the teacher to go to the restroom. The teacher's response "yes please" indicates that the teacher allowed him. Therefore, this expression belongs to allowing function.

In example (27), the teacher allowed the students to ask her if they found something difficult. The utterance shows that it is an example of allowing. The teacher allowed the students by responding "of course" followed by auxiliary "may" in the form of declarative.

Forgiving

The function of forgiving is used to grant clemency or pardon to those who have done wrong. Here is an example of forgiving found in this study:

S   : Yes, ma'am. I am so sorry, Ma'am.

T   : It's Ok. Agus, don't be like this, you have to be serious! I hope you all do not do what Agus do today. It is a bad habbit. Do you uderstand?

In example (28), the teacher forgave a student because he did the homework at the school when the teacher explained the lesson. The utterance shows that it is an example of forgiving. The teacher forgave the students by responding 'It is Ok' in the form of declarative. By saying that, she hoped that the student will study seriously. This expression belongs to directive with forgiving as illocutionary act since it is intended to encourage the students do something like changing his bad habbit.

Suggesting

The purpose of suggesting is to give or to mention an idea, a possible plan, and an action for other people to consider. The example of suggesting is showed below:

T   : Well, if it is the first time for you to write, it is better for you to write in Indonesian first. It doesn't matter. Why? because you can write fluently in Indonesian. Can you understand what I say?

Ss : Yes.

T   : You can write right now. If you need the dictionary, one of you can go to the library. Take the dictionary of Indonesian - English, not the English - Indonesian dictionary. As many as possible.

S   : Yes Ma'am. May I write wherever we want?

In example (29), the teacher suggested the students to write in Indonesian first. The expression gives the students an idea to do the assignment. The expression which states, "it is better" means that it is an illocutionary force-indicating device of suggesting. The teacher conducted the act in the form of declarative.

In example (30), the teacher suggested the students to go to the library and take the dictionary of Indonesian-English if they need it. In this case, the teacher carried out directive with the illocutionary force of suggesting. The utterances belong to directive because they express what the teacher wants.

Questioning

The aim of questioning is to ask for information or to clarify about something. Here are some examples of questioning found in this study:

T   : Who is the first to practice in front of the class?

S   : Yes, I am.

T   : Ok, students. Look at the first dialogue. What is the answer?

S : It is amazing.

In example (31), the teacher asked the students about who would be the first to practice. The expressions above belong to directive function of questioning. The teacher used interrogative form to ask the students to do an action. She conducted directive with the illocutionary force of questioning. The structure of questioning uses Wh question: "what + to be + subject".

In example (32), the teacher asked the students to answer the first question. The utterance belongs to directive that indicates the illocutionary force of questioning. In this case, the teacher used interrogative form to get an answer from the students. The students were demanded to provide the answer to the question.

15. Interrogating

The function of interrogating is performed to reveal the questions, which are structured, detailed, and careful for an explanation or description. Here are some examples of interrogating uttered by the teacher:

T : Where is IT?
S : Move to the other class
T : Why does IT move to the other class?
Ss : We don't know, Ma'am
T : Agus, what are you doing there?
T : Is it homework?
T : why do you do it in the school?
S : I forget Ma'am.
T : keep it! Now, this is English class not Mathematics. Where should you do the homework, students?
Ss : at home Ma'am

In example (33), the teacher asked the students where IT was because he did not come. The utterance expressed by the teacher belongs to directive function of interrogating for asking some questions. The teacher wanted to get the explanation more detail from the students about their friend, IT. Her utterances are categorized into illocutionary force of interrogating. The structure of the utterances was presented in the form of interrogative.

In example (34), the teacher asked a student what he was doing. She carried out the expression to reveal the questions, which are structured to get explanation about it. The student was expected to answer some questions of the teacher. The intended actions performed by the students are giving responses toward the teacher's utterances. The teacher's utterance belongs to directive function of interrogating. She used interrogative form by using Wh question and yes/no question.

Finding

In this study, it is found out that the teacher applied six types of directive speech act during the English teaching and learning proces at SMP Muhammadiyah 1 Sleman. They were requestive, requirement, prohibitive, permissive, question, and advisories. The results of the data findings are presented in table 1.

Table 1 Data Findings of Types of Directive Speech Act

No	Directive Speech act	Frequency	Percentage (%)
1	Requirement	90	33.3
2	Requestive	19	7
3	Prohibitive	5	1.8
4	Permissive	6	2.2
5	Question	137	50.7
6	Advisories	19	7
	Total	276	100

(The result of analyzing based on Bach & Harnish's theory)

Table 1 show that there are 276 data containing directive speech act applied by the teacher of SMP Muhammadiyah 1 Sleman. From the data above, 137 (50.7%) out of them

belong to question which serves as the highest frequency of directive speech act produced by the teacher. This number is followed by requirement with 90 utterances (33.3%), while requestive and advisories are of the same amount of utterances i.e. 19 utterances (7%). Permissive is expressed in 6 utterances (2.2%). Prohibitive as the lowest-rank frequency of directive speech act occurs in 5 utterances (1.8%).

There are some functions of directive speech act conducted by the teacher such as inviting, requesting, ordering, instructing, directing, demanding, requiring, prohibiting, advising, warning, suggesting, allowing, forgiving, asking, and interrogating. The results of the findings are presented in table 2.

Table 2 Data Findings of Directive Speech Act Function

No	Function	Frequency	Percentage (%)
1.	Inviting	6	2.2
2	Requesting	13	4.8
3	Ordering	49	18.1
4	Instructing	15	5.5
5	Directing	6	2.2
6	Demanding	16	5.9
7	Requiring	4	1.4
8	Prohibiting	5	1.8
9	Advising	3	1.1
10	Warning	6	2.2
11	Suggesting	10	3.7
12	Allowing	5	1.8
13	Forgiving	1	0.3
14	Asking	127	47
15	Interrogating	10	3.7
Total		276	100

(The result of analyzing based on Bach & Harnish's theory)

Table 2 shows that there are 15 functions of directive speech act conducted by the teacher. They are inviting, requesting, ordering, instructing, directing, demanding, requiring, prohibiting, advising, warning, suggesting, allowing, forgiving, asking, and interrogating. Asking is the highest frequency of all directive speech act functions with 127 utterances (47%). Then, it is followed by ordering with 49 utterances (18.1%), demanding with 16 utterances (7%), instructing with 15 utterances (5.5%), requesting with 13 utterances (4.8%), and both suggesting and interrogating with 10 utterances (3.7%) each. Inviting, directing and warning are revealed in 6 utterances (2.2%). The next rank of directive speech act function are requiring with 4 utterances (1.4%) and advising with 3 utterances (1.1%). Meanwhile, forgiving as the fewest frequency occurred only in 1 utterance (0.3%).

The discussion aims to interpret the significance of teachers' directive speech acts in the classroom context. By analyzing these speech acts, we can understand how teachers facilitate learning and manage classroom interactions, as well as how students respond to instructions and guidance.

This analysis provides insights into the role of directive speech acts in enhancing teaching effectiveness and creating a conducive learning environment. Additionally, this discussion can help teachers understand the importance of using appropriate speech acts in teaching and classroom management.

In this study, we found that teachers' directive speech acts play a crucial role in facilitating learning and managing classroom interactions. The analysis revealed that teachers use directive speech acts to provide instructions, elicit student participation, and facilitate discussions. These findings have important implications for teaching practices, highlighting the need for teachers to use appropriate speech acts to enhance learning effectiveness. Future research can further explore the role of directive speech acts in different learning contexts.

CONCLUSIONS

The study investigates the various functions of directive speech acts employed by teachers in classroom settings at SMP 1 Muhammadiyah Sleman. It identifies several categories, including ordering, instructing, directing, demanding, requiring, requesting, inviting, prohibiting, warning, advising, allowing, forgiving, suggesting, questioning, and interrogating. Each function serves a distinct purpose in facilitating communication and managing classroom dynamics—for instance, ordering and instructing typically involve direct commands, while requesting and inviting are more polite forms of prompting students to participate or take action. Through a detailed analysis of teacher-student interactions, the findings highlight how these directive speech acts are structured and delivered, often using imperative forms or modal verbs to convey authority and encourage compliance from students. The study emphasizes the importance of these speech acts in promoting an effective learning environment, guiding students in their tasks, and establishing a clear framework for classroom behavior. Ultimately, the research underscores the multifaceted nature of communication in educational settings and the critical role of directive speech acts in shaping student engagement and responsiveness. Furthermore, the study found that the teacher employed various functions of directive speech acts, such as inviting, requesting, instructing, ordering, directing, demanding, prohibiting, advising, suggesting, warning, asking, interrogating, forgiving, and allowing. The most frequently used function was asking, which appeared in 127 utterances (47%), followed by ordering with 49 utterances (18.1%), demanding with 16 utterances (7%), instructing with 15 utterances (5.5%), requesting with 13 utterances (4.8%), and both suggesting and interrogating with 10 utterances (3.7%) each. Inviting, directing, and warning functions each occurred in 6 utterances (2.2%), followed by requiring with 4 utterances (1.4%), advising with 3 utterances (1.1%), and forgiving with only 1 utterance (0.3%).

Suggestion

Based on the conclusions that have been explained above, some suggestions are addressed to teachers and other researchers; 1. by using directive speech act in the classroom, teachers are hoped to be able to manage and control the students' behavior during the teaching and learning English process. It can be used to create an impressive atmosphere and more interactive teaching and learning; 2. this study can be used by other researchers as a reference to conduct further studies on directive speech act with difference subjects based on types and function of directive speech act and politeness strategy.

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