

# Teachers' Directive Speech Acts in News Text Learning for Class VII of SMP Negeri 16 Kerinci, Indonesia

Fidela Almira<sup>1\*</sup>, T. Tressyalina<sup>2</sup>

<sup>1,2</sup> Department of Indonesian Language Education, Universitas Negeri Padang, Sumatera Barat, Indonesia.  
Email: [fidelalmira8@gmail.com](mailto:fidelalmira8@gmail.com)<sup>1</sup>, [tressyalina@fbs.unp.ac.id](mailto:tressyalina@fbs.unp.ac.id)<sup>2</sup>

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## ABSTRACT

The purpose of this study is to describe the form of speech behavior of Indonesian teachers in learning news texts in grade VII of SMP Negeri 16 Kerinci. In this study, a qualitative approach with a descriptive method is used. The data used was the speech of an Indonesian teacher at SMP Negeri 16 Kerinci. The data source is Mrs. Liska Anggela, S.Pd. Data collection techniques use SLBC and Record techniques. The results of this study obtained five forms of directive speech used by teachers: telling, begging, suggesting, demanding, and challenging. Of the five forms of speech, the most dominant speech is the act of commanding. During the learning process, teachers tend to use directive speech actions. The form of directive speech used is marked with the words "try", "please", and "write" with a particle marker.

**Keywords:** Speech Acts, Directives, Teachers' Speech.

## I. Introduction

Speaking is a means of conveying ideas that have been arranged and developed according to the needs of the audience or listener. Successful communication depends not only on what others say, but also on how they express it. In everyday interactions between individuals, it is impossible not to meet and interact when someone is involved in language activities with others. Language and communication are two things that are interrelated (Tressyalina et al., 2021). Speech acts are not only about conveying information, but also about acting. This view aligns with Syahrul's statement in the research of Tressyalina et al. (2018), who argue that speech acts are the most minor units of speech activity that have a function. The true meaning of an utterance must be determined based on the context of the speech that underlies it. When analyzing the meaning of a speech situation, an analysis that does not consider the speech situation will give the wrong results—the use of language by humans in interacting results in the act of speaking. Teachers play an important role in communication and implementing education, functioning as the vanguard in the field. This is related to the achievement in teaching language skills that cannot be separated from the teacher's speech, especially the ability of Indonesian language teachers to demonstrate the use of proper and correct Indonesian. The success of teachers in creating a supportive, communicative learning environment, understanding students, planning, designing, and implementing learning, assessing learning outcomes, and developing student potential. Research related to speech acts conducted by Jefiza, I, and Tressyalina (2023) concluded that the directive speech acts used amounted to 201 utterances. Of this number, the dominant

form of directive speech act is the directive speech act of ordering, which is 88 utterances. In addition, the least used directive speech act is the directive speech act of requesting, which is seven utterances. Suryani and Tressyalina (2023) conducted other research related to speech acts. In this study, it can be concluded that teachers use several forms of directive speech acts in the learning process, including asking, ordering, begging, suggesting, advising, and challenging. In addition to finding related forms of teacher directive speech acts, researchers also found the use of speaking strategies that make teachers comfortable interacting with students and students already feel familiar with their teachers, namely the strategy of speaking frankly without small talk.

Furthermore, Nurhamida and Tressyalina (2019) also researched speech acts. It can be concluded that there are six types of expressive speech acts: saying thank you, apologizing, praising, criticizing, getting angry, and complaining. The expressive speech act of saying thank you in this study expresses gratitude. This is due to the learning situation, where students are discussing. The speech act of saying thank you is used in the context of students thanking the moderator for the opportunity to deliver material and ask questions.

Marizal, Y., Syahrul R., & Tressyalina (2021) also conducted related research; in their research, five forms of directive speech acts were found: requesting, hoping, commanding, inviting, and questioning. Requesting speech is reviewed from the words please and let's. Hope speech is reviewed for the words hope or hope. Command speech is reviewed from the words try and fast. The invitation speech is reviewed from the word please. Interrogative speech is reviewed from the words what, who, and how.

Based on the results of initial observations conducted by the author at SMP Negeri 16 Kerinci, precisely in class VIIIB, there was a tendency for the use of directive speech acts by Indonesian language teachers during the learning process, especially when explaining material to students. Directive speech acts often used by teachers consist of 5 parts: speech acts of asking, ordering, demanding, suggesting, and challenging. Based on the five parts of speech acts used by Indonesian language teachers of Class VII SMPN 16 Kerinci, there were good responses and some were not good. Good responses from students were in the form of answers using polite language, while inadequate responses were in the form of just showing their hands or nodding their heads, and some even did not respond by being silent. So, this problem is caused by the fact that some students still do not understand the speech spoken by the teacher. Therefore, teachers must understand and use language easily understood by students and create an atmosphere by getting closer between teachers and students to create smooth and good communication. Consider the following quote.

Teacher: "Try opening the textbook on page 67!" (directive speech act of ordering)

Students: "The textbook has not been taken, ma'am." (Some students respond.)

Teacher: "Why haven't you taken it yet? Where is the leader? I told you yesterday that if you are in class, the textbooks have been taken from the office!" (directive speech act demanding)

Students: (leaving the classroom in a hurry to get the textbooks)

Based on the quote above, speech acts given without paying attention to intonation, volume, or appropriate body language can affect the way students receive messages. If the teacher speaks in an inappropriate tone or too loudly, this can cause students to feel afraid and unappreciated. Based on these problems, the author is interested in conducting research entitled "Teacher Directive Speech Acts in Learning News Texts for Class VII of SMP Negeri 16 Kerinci".

## II. Research Method

This study uses a qualitative research design with a descriptive method. According to Bogdan and Taylor (in Moleong, 2012), qualitative methodology is a research procedure that produces descriptive data in written or spoken words from people and observed behavior, and only data collection or data analysis in

sentence descriptions, not numbers. The data source in this study is the speech of the Indonesian language teacher of class VII SMP Negeri 16 Kerinci, Mrs. Liska Anggela, S.Pd. The data in this study are in the form of teacher speech communicated by the Indonesian language teacher in learning the news text material at SMP Negeri 16 Kerinci. The researcher uses the Free Listening Technique, Participation, and Conversation as a technique used because the author does not participate in the learning and teaching process and the recording technique that will be carried out with the help of a recording device, namely 2 Mobile Phones (HP), namely (OPPO A71) and (Iphone 13). To obtain data on these speech acts, the author used the Milles and Huberman model (1984, in Emzir, 2012:131-133) which states that there are three types of activities in qualitative data analysis, namely, (a) data reduction, (b) data models, (c) drawing or verifying conclusions.

### III. Results and Discussion

The classroom teaching and learning process (KBM) involves interaction and communication between students and teachers. From the findings of the research that has been conducted, five directive speech acts were found to be used by teachers, namely, ordering, requesting, suggesting, demanding, and challenging. Each form of directive speech act can be explained and outlined in the following examples.

#### 1. Ordering Speech Act

Rahardi (2009) stated that the phrase ordering is often used with the politeness marker "try". In line with this, the act of ordering in speaking using polite gestures. Try to make the ordering speech not seem like small talk with students, so that the conversation becomes more certain and clear.

(1) Teacher: Try to instill a sense of curiosity about how we, as the younger generation, Later, we will observe, I will tell you to get out of this room, and then you will observe the surrounding environment.

Students: Okay, ma'am.

**Context:** The speaker tells the speech partner to instill a higher sense of curiosity in the speech partner in order to create effective teaching and learning. The word marks the speech act of ordering "try."

(2) Teacher: Write down the learning targets you want to achieve in each subject and what you must do, so please choose which ones you feel are lacking in the first semester!

Student: At least three books?

**Context:** The speaker tells the speech partner to write down the learning targets and choose the subjects that are lacking, including,

(3) Teacher: If you do not understand, you can ask. Try opening page 102; two people focus on the first picture.

Student: People reading newspapers

**Context:** The speaker tells the speech partner to open the textbook in the learning process of news text material, calmly.

Speech acts (1), (2), and (3) are used by teachers in the Indonesian language learning process, especially in news text material, where the speech partner gives instructions to the speech partner to do what the speaker says.

## 2. Speech Acts of Requesting

The directive speech act of requesting is a speech act that politely asks the interlocutor to do something the speaker wants. Rahardi (2009) stated that the phrase requesting is often marked with politeness signs.

(4) Teacher: The news text is... please make a code for semester 2! The news text is a writing that conveys information about events or incidents that are currently being widely discussed in society, I repeat, from this definition, you can probably conclude  
Students: Real news

**Context:** The speaker requests the speech partner by using the marker "please" so that The speech partner does what the speaker says in a calm condition.

## 3. Speech Acts of Suggesting

The directive speech act of suggesting suggests that the speaker do something beneficial for himself, the speaker, and the speaker himself.

(5) Teacher: No need to write at length there, because what we just read is the gist, you have already poured your heart out on that paper.  
Student: Yes, ma'am

(6) Teacher: The winner, defend it, and the one that has not been improved.  
Student: Ma'am, number 4 too, ma'am?

**Context:** In the speech act above, the speaker advises the speech partner to write only the gist of it with the aim of not prolonging it or making a problem of it, short, concise, and straightforward.

## 4. Challenging Speech Act

A challenging speech act is a speech act that motivates someone to do something.

(7) Teacher: That is all of it. Pay attention to the front! The one who puts themselves forward first, ma'am, gets a plus point..  
Student: Ma'am

**Context:** In the speech act above, the speaker challenges the speech partner so that the speech partner can meet the challenge from the speaker.

## 4. Demanding Speech Acts

Rahardi (2009) states that this speech act uses the words "come on" or "let's" as a demand. In addition, sometimes the words "hope" or "must" are used to put pressure or emphasize the demand.

(8) Teacher: I hope you improve in semester 2. If your grades are still bad in semester 2, it means I cannot save you anymore!,  
Students: Okay, ma'am

(9) Teacher: There must be a change from semester 1 to semester 2. I want to hear it from your mouths. Do not ask your friends; ask yourself! There is no time to play around anymore; change is necessary!

Students: Okay, ma'am

**Context:** In the speech act above, the speaker gives pressure or an obligation that must be achieved in the atmosphere of the teaching and learning process; students are expected to fulfill the emphasis of the demand.

#### IV. Conclusion

This study found five forms of directive speech acts: ordering, requesting, suggesting, demanding, and challenging. Of the five forms of speech acts, the most dominant is the speech act of ordering. During the learning process of news material, teachers tend to use directive speech acts. The words mark the form of directive speech act of ordering used "try", "please", "write" with the particle marker "kan".

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