



TEACHER'S DIRECTIVE SPEECH ACTIONS IN THE TEACHING AND LEARNING PROCESS AT KARYA PUTRA KINDERGARTEN

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Abstract

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This article was written to describe the form of directive speech acts that teachers use during the teaching and learning process, as well as to describe the teacher's speech act strategies that were utilized during the teaching and learning process at Karya Putra Babakan Sari Kindergarten in Bandung. This research utilizes the directed speech acts of kindergarten instructors as its primary source of data. At Karya Putra Kindergarten, the most important source of information is the teacher's actual words and actions. The data was gathered through the use of observation techniques, as well as recording and note-taking procedures as an advanced way. The findings from the teaching and learning exchanges that took place at Karya Putra Kindergarten reveal that there are five distinct sorts of speech acts that instructors engage in. These speech acts include ordering, begging, demanding, advising, and challenging students. In the meanwhile, researchers discovered that directive speech acts can serve four distinct functions: advice, inquiries, instructions, and requests. In addition, the study discovered that pupils engaged in two distinct varieties of directive speech acts, namely pleading and demanding. In spite of the fact that there are two functions, requests and inquiries.

Keywords: Speech Acts; Directives; Teachers; Kindergarten

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INTRODUCTION

As social animals, we are constantly in contact with others. In order to build a relationship or engagement, humans require a communication tool. The communication tool is utilized to convey concepts, concepts, or opinions. The means of communication is termed language (Waridah, 2016). According to Sumarsono (2009), language is a sign system in the form of arbitrary sounds used by community members to interact and interact with one another.

Language is an essential tool or medium of communication in teaching and learning activities. Teachers and students communicate with one another using language as a means of communication (Yulia et al, 2019). Through effective communication, activities will generate teaching and learning interactions that align with the desired outcomes. Consequently, the importance of language in learning cannot be separated, as teaching and learning exchanges cannot occur without a language function (Sitepu et al, 2021).

According to Chaer and Agustina (2004), the primary purpose of language is to serve as a means of communication or interaction. By engaging in various forms of communication, each speaker has the objective of conveying particular goals or intents to

their speaking partner. The communication that takes place must take place in an effective and efficient manner in order for the speech partners involved in the communication process to be able to comprehend the message that is being communicated in its entirety. If the language that is being used by the speaker cannot be understood by the speech partner, then an effective and efficient communication process will not take place in an appropriate manner. Therefore, in order to make the process of communication more straightforward, speakers should choose terminology that is simple and straightforward for the speaking partner to comprehend (Darwis, 2018).

In the field of pragmatics, the manifestation of spoken language takes the shape of speech. In the field of pragmatics, these are more commonly referred to as speech acts. The idea that a speaker is capable of performing at least three distinct kinds of activities, known as locutionary acts, illocutions, and perlocutions, is one that Searle is of the opinion can be found in Rahardi's (2005) discussion of Searle's work. The illocutionary speech act is broken down into five different illocutionary acts, which are assertive, directive, commissive, expressive, and declarative respectively. Only the instructor's directed speech acts are the subject of the author's attention in this study. Speech acts that are considered to be directive are those that bind the speaker to the intention that the interlocutor carry out the activities that are indicated in the speech. For example ordering, ordering, ordering, begging, demanding, and providing counsel, suggesting (Wijayanti & Utomo, 2021).

Speech acts are a method of using language in teaching and learning interactions according to the topic of conversation, the aim of the conversation, the context, and the venue where the conversation takes place. Speech acts occur when two people are having a conversation. A teacher is expected to be able to direct pupils and entice them to participate in teaching and learning activities in an appropriate and conscientious manner (Ariyanti & Zulaeha, 2017). Therefore, the utilization of effective speech acts that are in accordance with the context of the teaching and learning interactions will result in the creation of a stimulating environment for the teaching and learning of both teachers and students.

When it comes to teaching and learning interactions, utilizing a range of speech acts can take many forms, one of which is the employment of directive speech acts. The instructor is able to turn on teaching and learning interactions by using directive speech acts such as requests, inquiries, orders, prohibitions, giving permission, and guidance. These forms of speech acts fall under the category of directive speech acts. Each of these subcategories of directed speech acts has crucial purposes in the context of interactions involving teaching and learning. Therefore, the instructor can switch between different types of directive speech acts, each of which is tailored to the purpose of the speech in accordance with the surrounding context (Ratminingsih, 2013).

Directive speech acts are conducted by the speaker with the goal that the listener carry out the activities indicated in the speech, such as commanding, begging, and challenging (Dardjowidjojo & Moeliono, 1994). In accordance with this, Yule (2015) defines directive speech actions as those employed by speakers to instruct others what to do, including requests, orders, and suggestions. In addition, Rahardi (2005) defines directive speech actions as those in which the speaker intends to influence the speech partner to take action, such as commanding, begging, and counseling.

Searle (in Dardjowidjojo & Moeliono, 1994) suggests that the directive speech act is divided into five types: (a) the directive speech act of ordering is a speech act that is spoken to tell the speech partner to do what the speaker says, (b) the directive speech act of asking is a speech act that politely requests the speech partner to do something the speaker desires, (c) the directive speech act of suggesting is a speech act that advises the

speech partner, and (Through this address, the speaker challenges his interlocutor to follow his advice.

Teachers at the Karya Putra Babakan Sari Kindergarten in Bandung City use forceful, expressive, directive, commissive, and declarative speech acts during the teaching and learning interaction process, according to preliminary observations. However, among the five speech acts, the dominant teacher employs directive speech acts, as kindergarten instructors frequently give children instructions or counsel. There were some students who responded to the teacher's directed statement, while others did not. Students who respond to the teacher's words immediately comprehend and carry out instructions.

In an effort to encourage and preserve language in pragmatic studies, the researchers attempted to establish speech act research and define the types and functions of Kindergarten instructors' and students' directed speech actions. Therefore, researchers are interested in pursuing the topic Teacher's Directive Speech Acts in the Learning Process at Karya Putra Kindergarten in Bandung.

METHODS

This research is qualitative and descriptive in nature. This research is categorized as qualitative since it attempts to provide descriptive data regarding the directive speech of the kindergarten teacher at Karya Putra. According to Bogdan and Taylor (in Moleong, 2005), qualitative methodology is a research procedure that generates descriptive data in the form of written or spoken words and observed behavior from individuals. The researcher employs a descriptive technique, which entails describing in full the items to be studied, in order to attain the objectives that correspond to the topic to be investigated. The researcher employs this methodology because the collected data is in the form of words and not numbers, and since the obtained data is descriptive in the form of directing speech acts of the Karya Putra Kindergarten teacher in Bandung.

RESULTS & DISCUSSION

Directive Speech

In accordance with Rahardi's (2005) findings, "The actual act of speaking might be thought of as a more concrete description of how language functions (performance of language functions). According to Purba (2011), a speech act is the lowest unit of speaking action that can be stated to have a function. This definition can be found in the paper that he authored. The speech act theory is a type of linguistic theory that often focuses on sentence construction. If someone has anything to say to another person, then what that person hears is the significance of the statement, also known as its purpose. The individual, however, must put it into the form of speaking acts in order for it to be understood by others.

Supposedly, in accordance with Searle (Purba, 2011), "Speech acts that bind the speaker with the aim that the interlocutor takes the actions indicated in the speech are known as directives. Directives are often used in business settings. The following is a list of the several sorts of directed speech acts:

a) Commanding speech act

Commanding directive speech acts are speech acts that are used to instruct the speaker to carry out the speaker's instructions. According to Rahardi (2005), a sentence that means to command can be indicated with a trial politeness marker. As

demonstrated by the following speech example: "Wipe the chalkboard clean" The type of commanding directive speech act used by the teacher with one of his students. Because the teacher expects his students' cooperation, they must promptly remove the blackboard.

b) Speech act of pleading

The directed speaking act of pleading gently requests that the communication partner do something that the speaker desires. According to Rahardi (2005), a statement that meaning to beg is typically punctuated with a courteous indication of pleading. Example (2) of a speech directive request "Please, kiddies, pay attention!" This statement is said by a teacher to his students when the classroom environment is extremely noisy. This kind of discourse includes the directive speech act of pleading. Because the teacher requests that the students be quiet and pay attention to what she is explaining. This is a method for teachers to divert their students' attention.

c) Speech act demanding

Demanding directive speech acts are speech acts performed by speakers to demand what they need. Examples of speech acts demanding: "Move to the front" This utterance was spoken by the teacher to one of his students. Its function is to demand that their students immediately move to the front as desired by the teacher.

d) Speech act of suggesting (advising)

The directive speech act of proposing is a speech act in which the speaker recommends the listener to do something positive. "Sentences that are meaningful to propose are frequently indicated with politeness markers like the terms should and should," writes Rahardi (2005). Examples of directive speech include: "When there is an activity, it is preferable if we begin with bismillah." This speech is delivered by the teacher to his students, in which the teacher encourages his students that if they want to participate in activities, they should read Bismillah. Because the teacher instructs his students to read bismillah before doing activities, this type of speech involves a suggestive directive speech act.

e) Challenging speech acts

Challenging directive speech acts are those used to persuade someone to do something the speaker says. The speaker attempts to challenge the addressee to do what he says in this speech. "Who can write the number six on the board?" is an example of a difficult command utterance. This is something the teacher says to his students. This sort of speech involves directive speech acts that are challenging. Because teachers encourage their students to come forward and write down the numbers that the teacher has given them on the whiteboard. Its purpose is to push their students so that they compete to perform what the teacher has instructed, as well as to encourage them to participate in class.

Speech Action in the Teaching and Learning Process at Karya Putra Kindergarten in Bandung

Individuals (students) are the focus of the term "learning." "Teaching" means the activities that a teacher undertakes in their role as a leader of student learning. When instructors and students interact with one another in the classroom, teaching and learning merge into a single process. In education, interaction is considered educational if it is undertaken with the express purpose of helping the child advance academically. Therefore, the interaction here is to aid children in reaching their full potential in ways that are in line with their own goals, so that their lives may be to the mutual benefit of the children, their communities, and their country. So, since there is social contact or association between students and their professors, teaching and learning exchanges are reciprocal activities.

Speech acts, as defined by Rohmadi (2013), are the visible manifestations of the speaker's and the interlocutor's verbal acts in any form of communication, whether oral or written. Teachers and students engage in a two-way process of mutual learning and growth. Indonesian is used in the classroom as a means of communication between instructors and students. Teachers and students need to work together effectively in the classroom for learning activities to pique students' attention and be perceived as beneficial.

It is important for teachers to have a good tendency in speech acts, particularly in teaching and learning interactions, so that their pupils can correctly perceive their words and the learning process goes smoothly. Similarly, pupils need to understand that there are nuances to communicating with others. What he would say if he were performing with his friend or in front of his teacher.

Therefore, when delivering a speech, both instructors and students should think about the audience and adjust their delivery accordingly. In addition to adapting their behavior to the needs of the classroom, instructors are also expected to exhibit a wide range of linguistic diversity. As a result, the exchange of information between teacher and student is not limited to the same few speech acts. Teachers also need to be able to employ techniques that improve their speech partners' receptive abilities. Students won't learn as much as they could if the instructor can't conduct effective speech actions.

The researcher conducted research on the directive speech acts of teachers and students at Karya Putra Babakan Sari Kiaradondong Kindergarten in Bandung City. As a result of this research, the researcher was able to obtain an overview of the different types of directive speech acts of teachers and students as well as their functions in the context of teaching and learning interactions. According to the findings of the analysis done on the data that was gathered, the forms of directive speech acts that are employed by the instructors at Karya Putra Kindergarten include five different types of directive speech actions and three different functions of speech acts. In Searle's view, there are five distinct categories of speech acts: commanding, pleading, demanding, advising, and challenging. There are 35 different sorts of utterances that can be generated from the five different speech acts. According to Ibrahim's theory, the directive speech act function of the instructor only produces four functions: the function of request, the function of question, the function of command, and the function of counsel. Although this research of the Karya Putra Kindergarten teacher's directive speech act did not uncover the function of either forbidding or allowing something, it did uncover the function of directing.

The pupils at Karya Putra Kindergarten only use two different forms of directive speech acts and two different functions of speech acts, both of which are based on Searle's theory. Pleading and demanding are two examples of speech acts that fall under the category of directive speech acts. The pupils in Kindergarten primarily employ speech acts such as requests and questions in their interactions with others. The research conducted by Petiwi Kindergarten in Sumber Agung Village on directive speech acts did not uncover other functions including command, restriction, granting permission, or advisory functions. Based on the findings of the research, it was discovered that Karya Putra Kindergarten teachers were more likely to engage in the sort of directing speech act than Kindergarten pupils were. The most common form of teacher directive speech acts is the commanding speech act. There are five forms of teacher directive speech actions.

CONCLUSION

The findings of the study showed that the forms of teacher directive speech acts in the teaching and learning process at TK Karya Putra Bandung found four functions,

namely requests, questions, commands, and advice and found five types of directive speech acts, namely commanding, pleading, demanding, advising, and challenging and found four types of directive speech acts, namely demanding, advising, advising, and challenging. There were found to be two different sorts of directing speech acts in the teaching and learning interaction. These were begging and demanding. There were also found to be two different purposes. These were requests and questions.

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