DIRECTIVE SPEECH ACTS AND SPEECH STRATEGIES INDONESIAN LANGUAGE TEACHER IN THE TEACHING AND LEARNING PROCESS IN CLASS VII SMP NEGERI 40 PADANG

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Abstract
This study's purpose is to describe the directive speech acts and strategies of Indonesian language teachers in the learning process in class VII SMP Negeri 40 Padang. First, the directive speech acts of the Indonesian teacher at SMP Negeri 40 Padang in the learning process amounted to 88 utterances demanding speech acts, 8 suggesting speech acts, and six challenging speech acts. Second, the speaking strategy of the Indonesian teacher at SMP Negeri 40 Padang in the learning process totaled 88 utterances which were divided into 34 utterances of direct speaking strategy without preamble, 29 utterances of direct speaking strategy with positive politeness, 23 utterances of direct speaking strategy with negative politeness, one utterance of vaguely speaking strategy, and one utterance of silently speaking strategy, and one utterance of silently speaking strategy. This type of research is qualitative research using descriptive methods. The data in this research are directive utterances of Indonesian teachers in class VII SMP Negeri 40 Padang. The data source in this study was an Indonesian language teacher in class VII SMP Negeri 40 Padang. The instrument in this study was the researcher himself. Then, the data validation technique used is the triangulation technique.
Keywords: directive speech, speech strategies, the learning process
Abstrak
Tujuan penelitian ini adalah untuk mendeskripsikan tindak tutur direktif dan strategi bertutur guru bahasa Indonesia dalam proses pembelajaran di kelas VII SMP Negeri 40 Padang. Pertama, tindak tutur direktif guru bahasa Indonesia di SMP Negeri 40 Padang dalam proses pembelajaran berjumlah 88 tuturan yang terbagi atas 55 tuturan menyuruh, 8 tuturan memohon, 11 tuturan menuntut, 8 tuturan menyarankan, dan 6 tuturan menantang. Kedua, strategi bertutur guru dalam proses pembelajaran di SMP Negeri 40 Padang dalam proses pembelajaran berjumlah 88 tuturan yang terbagi menjadi 34 strategi bertutur terus terang tanpa basa-basi, 29 strategi bertutur dengan basa-basi kesantunan positif, 23 strategi bertutur terus terang dengan basa-basi kesantunan negatif, 1 strategi bertutur samar-samar, dan 1 strategi bertutur dalam hati. Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode deskriptif. Data dalam penelitian ini adalah tuturan direktif guru bahasa Indonesia kelas VII SMP Negeri 40 Padang. Sumber data dalam penelitian ini adalah guru bahasa Indonesia di kelas VII SMP Negeri 40 Padang. Instrumen penelitian ini adalah

peneliti sendiri. Kemudian, teknik pengabsahan data yang digunakan adalah teknik triangulasi.
Kata kunci: *tindak tutur direktif, strategi bertutur, proses pembelajaran*

1. INTRODUCTION

The learning process is a communication process. Communication is sending information from teachers to students with a specific purpose. In pragmatics, spoken language is manifested in utterances called speech acts. Speech acts are a theory that examines the meaning of language based on the relationship between utterances and actions through utterances to convey or mention an intention by the speaker in the communication process. Teachers are required to be able to establish good communication. Good communication has the same perception of understanding between teachers and students. Before starting learning, the teacher must master the teaching materials so that the learning process runs smoothly. This cannot be separated from the ability of the teacher's speech acts and speech strategies. For this reason, speech acts and speech strategies are needed.

In the initial observations made at SMP Negeri 40 Padang, it was found that there was a tendency for teachers to use directive speech acts during PBM. This is because teachers have been unable to create a calm atmosphere during the learning process and use directive speech acts and good speaking strategies. For example, when the teacher orders students to open books, but the delivery is unclear, students are also confused. If the teacher does not master directive speech acts and speaking strategies, then the language conveyed becomes impolite. Speech acts are divided into three types, namely locutionary, illocutionary, and perlocutionary speech acts. A locutionary speech act is a speech act in which the meaning of the speech follows the speaker's speech. An illocutionary speech act is a speech act of doing something related to the function and other intent of the utterance. The perlocutionary speech act is uttered by a speaker, which affects or influences the speech partner. Searle (in Saifudin, 2015: 14) classifies illocutionary speech acts into five criteria. *First*, assertive (representative) speech acts are speech acts that bind the speaker to the truth of what is said or said, for example, showing, mentioning, and stating. *Second*, directive (impositive) is a speech act carried out by the speaker with the intention that the other person is doing the intended action, for example, ordering, begging, demanding, suggesting, and challenging. *Third*, expressiveness is a speech act produced with the intention that the utterance is interpreted as an evaluation of what the speaker conveys, for example, praising, thanking, and criticizing. *Fourth*, commissive is a speech act that binds the speaker to do what is stated in the utterance, for example, promises, swears, or threatens. *Fifth*, the declaration is a speech act performed by the speaker to create something new, for example, deciding, canceling, prohibiting, allowing, and apologizing. Finally, directive speech acts are speech acts used by the speaker to order others to do something, for example, requests, orders, and suggestions (Yule, 2006:93). In line with that,

Sumarsono (2010: 199) says that directive speech acts are speech acts that intend to direct, give guidance, try to influence others, submit requests, submit, ask for help, warn, and ask for a hint. In addition, Ibrahim (in Pratama, et al., 2017: 5) also suggests that directive speech acts are expressions of the speaker's attitude towards the action to be performed by the speech partner.

Searle (in Yuliana, 2013) divides directive speech acts into five parts. *First*, the directive speech act of ordering is a speech act that is spoken to order the interlocutor to do what the speaker says. *Second*, the directive speech act of begging is a speech act that hopes to get something from what it says. *Third*, the directive speech act demands is a speech act that functions to ask the speech partner actually to do what the speaker wants. *Fourth*, directive suggestive speech acts are speech acts that provide opinions or suggestions put forward by the speaker to the speech partner to do something the speaker intended. *Fifth*, the directive challenging speech act is a speech act that motivates someone to want to do what the speaker says. Speaking strategies are how speakers use communication to run effectively by adjusting the context when speaking. Yule (2006:114-115) states that speaking strategies can be applied in a group or as a whole as individual speakers at certain events. In a speech event, a (normal) person will not speak without first thinking about what he will talk about. That is, speakers should not speak randomly and must choose by considering which speech strategy is most appropriate to convey a message to the interlocutor. This is because in communicating, speakers do not just convey messages or information but also build social relations with their interlocutors.

According to Brown and Levinson (in Syahrul, 2008:18), there are five strategies of speaking, namely (1) strategies of speaking frankly without a preamble, (2) strategies of speaking frankly with pleasantries of positive politeness, (3) strategies of speaking frankly with negative politeness, (4) strategies to speak vaguely, and (5) strategies to speak silently or silently. The strategy of speaking frankly with positive politeness is used to speak when the speaker's position is lower than the speaker's. Speaking frankly with negative politeness is used to speak when the speaker is higher. This is because the relationship between the speaker and the speech partner is not yet familiar. For example, speaking vaguely is used in conditions where the speaker is taller than the speech partner and the relationship is not yet intimate. The strategy of speaking silently or silently does not make a speech (silent) means in expressions with non-verbal language. Based on the description above, the aims of this study were (1) to describe the directive speech acts used by Indonesian language teachers in the learning process in class VII SMP Negeri 40 Padang and (2) the speech strategies used in Indonesian in the learning process in class VII SMP Negeri 40 Fields.

2. METHOD

This research is qualitative research with a descriptive method. This research is classified as qualitative research because it aims to produce descriptive data about the

directive utterances of Indonesian language teachers in class VII SMP Negeri 40 Padang during the learning process. According to Moelong (2010: 6), qualitative research is a procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. To achieve goals appropriate to the problem to be studied, the researcher uses a descriptive method to describe the problem to be studied in detail. The researcher uses this method because the data collected is in the form of words, not numbers, and the data obtained is descriptive in the form of directive speech acts of Indonesian teachers in class VII SMP Negeri 40 Padang.

The data of this study are the directive utterances of Indonesian language teachers in class VII SMP Negeri 40 Padang. The data source in this study was an Indonesian language teacher in class VII SMP Negeri 40 Padang. The data collection technique used in this research is the technique of free-involved viewing (SBLC), recording, and taking notes. After the data is collected, the data is analyzed in the following way. (1) Translating the recorded data into written language, (2) Inventorying and identifying data based on the form of directive speech acts and speaking strategies on the speech acts of Indonesian language teachers in class VII SMP Negeri 40 Padang during the learning process, (3) Classifying data based on form and speaking strategy, (4) Making data inference.

3. FINDINGS AND DISCUSSION
1. Forms of Teacher Directive Speech Actions in the Learning Process in Class VII SMP Negeri 40 Padang

After the data was collected and analyzed, five forms of directive speech acts were found as follows, (a) ordering, (b) requesting, (c) demanding, (d) suggesting, and (e) challenging.

Table 1. Forms of Directive Speech Acts Indonesian Teacher in the Learning Process in Class VII SMP Negeri 40 Padang

No	Teacher Directive Speech Act	Amount
1	Ordered	55
2	Begging	8
3	Demand	11
4	Recommend	8
5	Challenging	6
	Amount	**88**

a. The Ordering

The utterances instructing the teacher in the learning process in class VII of SMP Negeri 40 Padang consist of 55 utterances. The directive speech act of order can be seen in the following example.

1. Teacher : Later, please clean up the premises. (T46)
   (Teacher asks students to clean up locally after school.)
2. Teacher : Please take out the textbook, exercise book, and LKS book. Get it out now. (T59)
   (Teacher asks students to take out textbooks, exercise books, and LKS books before starting class.)

In a speech (1), the teacher uses a directive speech act of ordering, marked by rising intonation. For example, the teacher told the students to clean up the local after school. Speech (2) the presence of rising and commanding intonation from the teacher indicates that the utterance is a directive speech act of ordering.

b. The Requesting

The utterances asked by the teacher in class VII SMP Negeri 40 Padang in the learning process consist of 8. The directive speech act of asking can be seen in the following example.

1. Teacher : Don't do it in the LKS book. (T37)
   (The teacher asks students not to do assignments in the LKS book).
2. Teacher : Mom, I beg you all to clean up the local area later. (T47)
   (The teacher reminds students not to forget to clean up the premises after school.)

In speech (1), the teacher uses the directive speech act of asking by using the *-lah particle* as a politeness marker. The teacher invites students to do assignments in the exercise book, not the LKS book. Speech (2) the teacher reminds students not to forget to clean up the premises after school).

c. The Demanding

Speeches require teachers in the learning process in class VII SMP Negeri 40 Padang to make as many as 11 utterances. The directive speech act demands can be seen in the following example.

1. Teacher : OK, listen to mom. Thursday is over.(T52)
(Teachers demand students to complete assignments and collected Thursday.)
2. Teacher : You can't see your friends. Must make it yourself. (T77)
(Teachers require students to work on assignments individually and are prohibited from doing the same as other friends.)

In speech (1), the directive speech act that the teacher uses demands students to complete assignments and be collected on Thursday. Speech (2) the teacher requires students to work on assignments individually and is prohibited from doing the same as other friends.

d. The Suggest

The utterances suggested by the teacher in the learning process in class VII of SMP Negeri 40 Padang consist of 8 utterances. The directive speech act can be seen in the following example.

1. Teacher: The conclusion is that the essence of reading becomes more concise and clear. Please note later. It's time to take notes. (T11)
(The teacher advises students not to take notes when the teacher explains so that students understand the material presented.)
2. Teacher: Mom, I want to ask, where are these local flowers? There are only leaves. Learn to be responsible. Please don't spoil it. (T49)
(The teacher suggests that students are responsible for the items in the locale and always take care of them, so they don't get damaged.)

In a speech (1), the directive speech act suggested that the teacher used is to advise students to take notes, not to take notes when the teacher explains so that students understand the material presented by the teacher. Speech (2) the teacher advises students to be responsible for the goods in the local area and always take care of them, so they don't get damaged.

e. The Challenging

Six utterances challenge the teacher in the learning process in class VII SMP Negeri 40 Padang. Challenging directive speech acts can be seen in the following example.

1. Teacher : If no one asks, the mother will ask later. (T14)
(The teacher allows students to ask questions and challenge students by asking questions if no one asks.)

2. Teacher : Yes, there is making getuk lindri. The game structure has a purpose. What's the point? Sahara, read the purpose of the procedure text. Come on Sahara…(T64)
(The teacher challenges students to state the purpose of the procedure text being discussed.)

In a speech (1), the directive speech act of challenging that the teacher uses is to challenge students. If there are no questions, the teacher will ask questions to students. Speech (2) the teacher challenges students to state the purpose of the procedure text being discussed.

2. Teacher's Speaking Strategy in the Learning Process in Class VII of SMP Negeri 40 Padang
After the data was collected and analyzed, it was found that five speaking strategies in the learning process in class VII SMP Negeri 40 Padan were as follows, (a) the strategy of speaking frankly without a preamble, (b) the strategy of speaking frankly with positive politeness, (c), the strategy of speaking frankly with negative politeness (d) the strategy of speaking vaguely, and (e) the strategy of speaking silently.

Table 2. Indonesian Language Teacher Speaking Strategy in the Learning Process in Class VII SMP Negeri 40 Padang

No	Speaking Strategy	Amount
1	Straightforward speaking strategy without further preamble	34
2	Strategy Speak frankly with positive politeness	29
3	Strategy Speak frankly with negative politeness	23
4	Spoken vaguely	1
5	Speak in heart	1
	Amount	**88**

a. Straightforward Speaking Strategy without Preamble
The strategy of speaking frankly without further ado by the teacher in the learning process in the classroom VII SMP Negeri 40 Padang as many as 34 stories. The strategy of speaking frankly without further ado can be seen in the following example.
1. Teacher   :   I'll write it down later. (T13)
(The teacher instructs students to record the writing on the blackboard later because the teacher is explaining.)

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2. Teacher   : Do it in the exercise book. (T36)
        (The teacher instructs students to do the assignments in the exercise book.)

In this speech, the teacher uses a strategy of speaking frankly without further ado. Speech (1) the teacher instructs students to write down the writing on the blackboard later because the teacher is explaining the material. Speech (2) without further ado the teacher instructs students to do their assignments in their respective exercise books.

b. Strategies to speak frankly with positive politeness
The strategy of speaking frankly with positive politeness from the teacher in the learning process in class VII SMP Negeri 40 Padang is 29 utterances. The strategy of speaking frankly with positive politeness can be seen in the following example.

1. Teacher :   The first is one kilogram of cassava. The second is a teaspoon of fine table salt. The third …. and the fourth use enough coloring. Additional ingredients or toppings are grated coconut first, mixed half a teaspoon of salt, and then steamed. The third is steps. Please, Nabilla mentions the steps to make it. (T66)
        (The teacher repeats and reinforces the previous student's answer and instructs the next student.)
2. Teacher   : Those that have been completed may be put to the front.(T83)
        (The teacher instructs students who have finished to present their work.)

In this speech, the teacher uses a strategy of speaking frankly without a preamble of positive politeness. Speech (1) the teacher repeats and reinforces the previous student's answer and instructs the next student to continue. Speech (2) the teacher instructs and supports students who have finished doing assignments to present their work in front of their friends.

c. Strategies to speak frankly with negative politeness
The strategy of speaking frankly with the teacher's negative politeness in the learning process in class VII of SMP Negeri 40 Padang consists of 29 utterances. The strategy of speaking frankly with negative politeness This can be seen in the following example.

1. Teacher :   Note later. Please, son. There is nothing that the mother asked to record again.
        (T23)

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(The teacher reprimands students who write while the teacher is explaining.)
2. Teacher   :   Bye, shut up. Please be quiet. Son, can you be quiet? (T71)
    (The teacher tells students to be quiet during the learning process.

In this speech, the teacher uses a strategy of speaking frankly without negative politeness. For example, in speech (1), the teacher tells students to be silent and not take notes while the teacher is explaining. Speech (2) the teacher admonished the students to be silent while the learning process was in progress.

d. Vaguely Speaking Strategy

The teacher's strategy of speaking vaguely in the learning process in class VII of SMP Negeri 40 Padang is one utterance. Vaguely speaking strategy This can be seen in the following example.

1. Teacher   :   Wait a minute. Not a package book. Use the LKS book. (T35)
    (Teachers should instruct students to open LKS books, not textbooks.)

In the speech above, the teacher stated vague instructions between opening the LKS or the package, so some students were confused and even opened the package book.

e. Internal Speaking Strategy

One utterance is the strategy of speaking in the teacher's heart in the learning process in class VII of SMP Negeri 40 Padang. The strategy of speaking in the heart can be seen in the following example.

1. Teacher   : Let's continue. Purpose of conclusion.... (T12)
    (The teacher tells the purpose of the conclusion followed by students.)

In this utterance, the teacher refrains from conveying the utterance so that students can answer correctly and provoke student activity in learning. Instead, the teacher mentions "the purpose of the conclusion ....." so that students continue what the teacher has said.

4. CONCLUSION

The following are some of the findings and interpretations that may be drawn from the research done on teacher directed speech acts and speech tactics, which is based on the analysis of the data that was acquired. In the first place, Indonesian language teachers in class VII at SMP Negeri 40 Padang make extensive use of directive speech acts, also known as commanding speech acts, during the learning process. This is due to the fact that

students still require direction and guidance from a teacher in order to complete a task. Therefore, teachers frequently employ directive speech actions in order to lead students in the process of learning. The challenging speech act is one of the less common types of directive speech acts. This is because the use of challenging speech acts by a teacher is limited to only challenging students to be actively involved in the learning process and challenging students to complete assignments on time as determined by the teacher immediately. Second, there are five different forms of strategy that the teacher can use when speaking to the students during the learning process at SMP Negeri 40 Padang. These include (a) speaking frankly without any preamble, (b) speaking frankly with pleasantries of positive politeness, (c) speaking frankly with negative politeness, (d) speaking vaguely, and (e) speaking silently. Third, Indonesian language teachers in class VII at SMP Negeri 40 Padang typically talk candidly without further ado in order to ensure that the learning process can go smoothly from the preliminary learning activities all the way through to the activities that close the class.

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