

An analysis of directive speech act used by English teachers in the YouTube channel *Video Pendidikan Indonesia*

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ABSTRACT

Teachers utilized directive speech acts more frequently in class interactions than assertive, commissive, expressive, and declarative speech acts. 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 study aims to determine the type, and the most frequent directive speech acts that English teachers use. This study uses a descriptive qualitative method, in which the researcher interprets the utterances containing the types and the most frequent directive speech acts uttered by the elementary school teacher in English learning on YouTube Channel *Video Pendidikan Indonesia*. To collect the research data, the researcher employs an observation approach. In this study, the researcher uses investigator triangulation to verify the data's trustworthiness. The researcher uses Searle's classification to analyze the data. The findings of this study showed that the teacher mostly uses the directive speech act in elementary school were command type (45), request type (11), and ask type (59).

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1. Introduction

Learning is the process by which knowledge is created by transforming experience. The interaction of experience and environment plays a role in developing learning and instruction content. According to Chaer and Agustina (2010), language serves primarily as a communication tool for transmitting thoughts, ideas, concepts, or feelings. Understanding language implies an understanding of pragmatics. Even young children must learn language pragmatics if they want to communicate effectively (Curtis and O'Hagan, 2005: 47-48). Pragmatics studies the combinatorial aspects of words and their constituents, as well as semantics (Levinson, 2008:5). Richards et al. (1985: 225) state that pragmatics is the study of how language is used in communication, particularly the relationship between sentences and the contexts and situations in which they are used. Furthermore, Mey (1993: 6) defines pragmatics as a study of human language use in communication activities based on a survey of those premises. It assesses how they impact human language use.

In addition, Wrench et al. (2009) maintain that teaching is about establishing practical and effective communication relationships between teachers and students. Teaching and learning in school can be

done successfully through the appropriate use of language (Schleppegrell, 2004:19). Language plays an essential role in the teaching and learning process. Starting school for children leads to confronting new ways of using and acquiring a specific language. When teaching is designed to accomplish a particular learning goal, it might be successful with using a specific language. Education is carried out by language, known widely as a classroom speech act (Curtis and O'Hagan, 2005: 48).

According to Searle (1976), directive speech acts are utterances in which the speaker instructs the listener to do something, such as to request, command, counsel, or beg. According to Della & Sembiring (2018), DSAs are commonly employed in movies since they can express one's thoughts and purpose. According to Krish and Ervin Tripp (as cited in Tantra, 1992: 16), the primary function of directives is to guide behavior and get someone to do something. According to Merdana et al. (2013), when instructing and convincing students to do something, the teacher should consider the student's age-related characteristics. Their differences make teaching elementary school students different from teaching adults. Elementary school students are active, young students (Diniyati, 2009).

According to Brumfit (1991), children have distinct characteristics when it comes to language learning, which is elaborated as follows: Children respond better to language when it is presented in a concrete (visual) rather than abstract (verbal) format; children require physical movement and real-world activities to stimulate their thinking; children will be more enthusiastic if they are taught through fun activities or are involved in activities, and children enjoy playing. Children learn best when having fun, when they are exposed to something related to their culture, and when working in groups. Cameron (2001:1) also stated the following characteristics of young learners: As learners, children are often more enthusiastic and livelier, lose interest more quickly, and are less able to stay motivated on challenging tasks.

When communicating to achieve their goals, a person's actions are called speech acts (Paltridge, 2006: 16). Austin (1962) points out that speech acts refer to an utterance and the context in which the statement is made. Following Austin's theory, cited in Christison (2018), speech acts have a performative role and are classified into three types: (1) locutionary speech acts, (2) illocutionary speech acts, and (3) perlocutionary speech acts. Teachers used directive speech acts in class more frequently than assertive, commissive, expressive, and declarative speech acts. A directive speech act occurs when the speaker orders the speech partner to do something (Yule, 1996). This speech act contains a directive that emphasizes the speaker's desire. The speaker's language is intended to persuade others to do something by using emotions, feelings, and actions (Beck, 2008).

As a learning medium, interactive video has the potential to be very effective. Education has expanded rapidly in this digital age. Students can learn anywhere and anytime through online platforms, including YouTube. *Education.id* is a platform for developing educational technology products and services. Education.id provides a variety of sources and online study applications that are interesting, effective, and highly beneficial to all Indonesian students and teachers. Thousands of video lessons based on the 2013 curriculum can be found on Education.id. It contains complete K13-Based Learning for Elementary, Middle, High, and Vocational levels, presented by real teachers from all over Indonesia. These videos are ideal for teachers to use when teaching in the New Normal era.

From the explanation above, the researcher wants to examine what types of directive speech are used and what types are used more often when teaching elementary school students. The object of this research is three elementary-level English learning videos on YouTube called Video Pendidikan Indonesia.

The researcher assumes that the difference is due to various factors compared to previous studies. In this study, the researcher used Searle's theory of directive speech act, whereas Ardini's (2021) research uses Prayitno's theory. Our research is nearly identical in that it analyzes directive speech acts on learning videos; however, Ardini (2021) researched high-school-level learning videos, whereas this research focuses on elementary school-level research. Next, the study by Rizki (2019) investigates the types of directive speech acts used in teaching and learning English in the third-grade classroom at Lab. School SMP UNISMUH Makassar. Our analysis employs the same theory as Searle's. Still, this study focuses on three types of directive speech acts: command, request, and ask, whereas Rizki (2019) finds five types of directive speech acts: command or order, request, invitation, suggestion, and warning or prohibition. The English teacher's utterances are the source of all directive speech acts.

The researchers expected that this study could be helpful to teachers in implementing classroom learning, particularly DSA, so that learning activities are of higher quality and good communication is established between teachers and students. The teacher is also aware of the type of directive speech act they employ. Students are encouraged to be more involved in classroom communication related to learning materials and must be confident in their ability to learn English.

2. Method

This research used the qualitative method. It focuses on the types and frequency of directive speech acts in elementary schools in YouTube Video Pendidikan Indonesia. The data collection in this study is observation and noting technique. The data was collected by using the steps: (1) The researcher watching the learning videos, (2) Pausing the video and returning to the learning videos, (3) Highlighting the minutes and utterances, including directed speech acts, and (4) Making a note of any utterance containing directive speech acts, (5) Generating data sets from utterances. This research used Searle's directive speech act theory. In this study, the investigator employed triangulation. It was completed by reviewing the video data derived from the perception during the English teaching and learning video. The data were analyzed using three Miles Huberman concepts: data reduction (which was done during data collection), data display, and conclusion drawing verifications (Miles and Huberman in [Sugiyono 2012:246](#))

3. Findings and Discussion

The types and the frequency of directive speech acts used by an English teacher on the YouTube channel *Video Pendidikan Indonesia* employing Searle's theory. [Searle and Daniel \(1985\)](#) classified directive speech acts into 24 categories, including direct, request, ask, urge, tell, require, demand, command, order, forbid, prohibit, enjoin, permit, suggest, insist, warn, advise, recommend, beg, supplicate, entreat, beseech, implore, and pray, as mentioned in the theoretical study. Due to time constraints, the author will only examine three of the twenty-four types: command, request, and ask. The reason for choosing these types is that they are the dominant types discovered through previous research on teachers' directive speech acts.

Table 1. Types and frequency of directive speech act

No.	Directive Speech Act		
	Types	Frequency	Percentage
1.	Command	45	39,13%
2.	Request	11	9,56%
3.	Ask	59	51,3%
	Total	115	100%

3.1 Command

A command is an utterance that has significance for the speaker, who has the authority or responsibility to issue an order to the hearer. English teachers delivered this commanding utterance during English learning and teaching. The study discovered several utterances of commanding, directive speech acts in these videos.

Teacher: *Okay, sit down, please!*

The sentence above is the utterance of a SD Lab school Universitas Negeri Surabaya teacher. The above utterance depicts the teacher performing a command action. She said, "Okay, sit down, please!" to make students sit in their seats. According to the context, the teacher and students were standing, and after demonstrating something about objects, the teacher asked the students to return to their seats.

3.2 Request

A request is a directive speech act used to persuade the listener to do something when it is unlikely, they will do so in the regular course of events. The English teachers in the learning and teaching videos

delivered the requested utterances. In those videos, the researcher discovered some utterances of the request for a directive speech act.

Teacher: *So, can you say it again, so what is policeman?*

The sentence above is the utterance of teacher from SD Pembangunan Jaya 2 Sidoarjo. The above utterance depicts the teacher performing a request action. The sentence "So can you say it again, so what is a policeman?" is categorized as a request because it orders students to repeat the definition of a policeman. The teacher believes that the students can do what has been taught.

3.3 Ask

The act of asking is a type of directive speech act that serves two purposes. The primary goal of asking is to gather information (asking a question). When you want to ask the listener to do something, use the second application. A person inquires because they wish to obtain information or perform an act from others.

Teacher: *Do you understand?*

The sentence above is the utterance of a teacher from SD Laboratorium UNESA. The above utterance depicts the teacher performing an asking action. She asks the student, "Do you understand?" and aims to determine whether the students have understood. Viewed from the context, the teacher explains something and asks the students whether or not they understand what has been presented.

In this study, the researcher discovered 115 utterances on YouTube Channel Video Pendidikan Indonesia containing directive speech acts by the English teacher. The ask type (51,3%) is the most used; after that, there is the command type (39,13%), and the least used is the request type (9,56%). Differences influence the analysis results between this study and previous studies in theory. One example is Ardini's (2021) and Rizki's (2019) research. The most common type in this study asked while Ardini (2021) discovered command and Rizki (2019) discovered request. Ardini (2021) used Prayitno's theory to identify four types of directive speech acts in senior high school, specifically in SMAN 1 Babat: command/order (67), request (19), advise (21), and prohibition (12). Ardini (2019) uses the command type the most because the speaker is an expert on the listener's demonstration. Following that, educators are commonly assumed to have a high level of presence in the classroom. Teachers frequently use this expression to instruct students on what they should do. As a result, English instructors' use of order is critical in leading the teaching and learning process. The theory used in this study is the same as Rizki (2019), which is Searle's theory; however, Rizki (2019) discovered five types of directive speech acts in junior high school, specifically at SMP UNISMUH Makassar: command (10), request (14), suggestion (2), invitation (1), and forbidding (1). Requesting is the most important function to teach, according to Rizki (2019), because it is used frequently in all situations.

4. Conclusion

Based on the data analysis and research findings, the research draws the following conclusion: types of directive speech acts found in 115 data in teacher's utterances on YouTube channel Video Pendidikan Indonesia. The types are command, request, and ask. Ask type has the most frequent in teacher's utterances which is 59 utterances (51,3%). The act of asking is a type of directive speech act that serves two purposes. The primary goal of asking is to gather information (asking a question). When you want to ask the listener to do something, use the second application. Furthermore, there are command types in the second position with 45 utterances (39,13%). A command is an utterance that has significance for the speaker who has the authority or responsibility to issue a command to the hearer. The last is request type in the lowest, with 11 utterances (9,56%). A request is a sort of directive speech act used to persuade the listener to do something in situations where it is unlikely, they will do so in the regular course of events. The English teachers in the learning and teaching videos delivered the requested utterances.

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