

Directive Speech Acts Used by Teacher Via Zoom Cloud Meeting in English School Indonesia

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| Reni Febrianti^{1,*} | Fajri Usman² | Sawirman³ |

^{1,2,3}Linguistics Postgraduate
Program, University of
Andalas, Padang, Indonesia

*missrenifebruary08@gmail.com

ABSTRACT

The purpose of this study is to categorize and describe the varieties, purposes, and tactics of teachers' directive speech acts via zoom cloud meeting in English School Indonesia. This descriptive qualitative research used "teknik bebas libat cakap (SLBC)" technique or Uninvolved Conversation Observation Technique which is backed by the data collection techniques of keeping records and taking notes. This study makes use of Kreidler's idea of directive speech act kinds (1998), Bach and Harnish's (1979) theory of directive speech act functions and Yule's (1990) theory of directive speech act strategy (1996). Data were analyzed using methodologies of referential and pragmatic distributional. The analysis of the data reveals that: (1) the types of directive speech acts used by teachers are commands, requests, and suggestions; (2) the functions of these speech acts are requestives, requirements, prohibitives, and advisories; and (3) the direct and indirect strategies employed by teachers are for directive speech acts. The type of command is the most dominant directive speech acts used by teachers (48%). With 40% incidence, the requirement function overtakes all other directive speech act functions. With 78% of teachers using it, the direct technique is the most common directive speech act strategy.

Keywords

directive speech act; types; functions; teacher

INTRODUCTION

Language has a vital role in human life as a means of communication. According to Chaer and Leonie (2014), language means interaction or communication to share thoughts, ideas, feelings, etc. Pragmatics deals with meaning-in-context, which can be viewed from different perspectives between the speaker, hearer, and analyst (Harlig, 2010). Furthermore, Pragmatics is a branch of linguistics that focuses on studying a speaker's meaning and contextual meaning (Yule, 1996). The context in which the utterances occur determines their meaning in and of itself. Both the speaker and the hearer must understand what is being discussed during the conversation. Hence, it prevents misunderstanding in their talks. Illocutionary acts are divided into five categories by Searle (1979). They are assertive, directive, commissive, expressive, and declarative. The directive speech act is the kind of illocutionary act that happens most frequently in social interactions. Kreidler (1998) divides directive speech act into three types. Those are commands, requests, and suggestions. It demonstrates that people employ directive expressions in a variety of ways. Everything depends on the speaker's intended meaning. People interact with one another in their daily lives. They require assistance from someone else. When someone wants to do something and needs assistance, they will tell someone to do it for them. As a result, many

people utilize a directive to get someone to do what they tell them to do, desire, or need. According to Yule (1996), directives are speech acts used by speakers to get someone else to do something. This phenomenon also occurs in schools. To achieve their goals, teachers and students must communicate with one another. According to Harmer (2007), students learn from what their teachers say; hence strong communication is necessary to improve the teaching and learning process. Teachers also expect their students to participate actively in class. They frequently provide students with instructions through utterances. The context in which the speaker's utterance occurs determines its meaning. The hearers can determine what the speakers intend to express by their utterances by identifying their contexts. As a result, teachers and students must have a shared knowledge of what might happen in class. Directing the students is one of the most crucial aspects of teaching. Teachers use a variety of directive speech acts toward students in the classroom. Teachers have a significant role in the lives of kids at school. The employment of directive speech acts has to do with the teacher's position as a leader in motivating students to do something. Teachers are the role models from whom students can look for a leader to accomplish the expected goals. As a result, this study aims to discover the different kinds of directive speech acts used by English teachers to meet the objectives of the study in the classroom. The author adopts the statements made by English teachers in the English School Indonesia (ELSI) classroom from the explanation provided above. English School Indonesia (ELSI) is one of the English language courses in Padang, West Sumatra. The phenomena of directive utterances can be observed during the course of a teaching and learning session. ELSI was founded in 1993 and is located on Belantiradio street in the heart of the city. ELSI has had more than 1300 students up till this point. ELSI was chosen for this research because it was still survived on Pandemic COVID-19. The author interviewed Mr. Kevin marshel as the owner of English School Indonesia (ELSI). He explained How Zoom Cloud Meeting helped the students on teaching process, the number of students kept growing until now. In fact, the author found that the Pandemic COVID-19 is getting lower but the online classes still exist. ELSI has an attractive and entertaining system that uses modern multimedia and comprehensive tools to create an environment that encourages students to communicate in English. Based on observations, the majority of the online classes are taken by children and teenagers. They study via Zoom. They have some rules for teachers and students before they join the online classes. The teacher and students must wear headphones, turn on their laptop cameras, and arrange a comfortable study area. ELSI employs e-learning with a Zoom Meeting for the online class. E-learning is a type of electronic learning that involves technology and information (Tigowati, Efendi & Budiyo, 2017). In this era of social distancing, the Zoom Meeting is a popular tool. In the current time, it has become the answer. We can communicate with people via video using the Zoom Meeting application. As a result, this application is appropriate for e-learning, as it may connect teachers and students in an online learning environment. This study examines the directive speech acts utilized by English teachers in the Zoom Meeting. The author will make an observation prior to the start of the investigation. The author is particularly interested in decoding the hidden meaning of directive speech acts. Hence, the researcher will focus on the directive speech acts used by English teachers on Zoom Meeting in English School Indonesia (ELSI). The author believes that the 6 types, functions and strategies speech acts used by teachers in communicating at English School Indonesia (ELSI) is one of the important things to study. That's because The success of a teacher in teaching students is not only determined through the teaching materials they teach to students, but a success teacher is also influenced by the use of appropriate, effective and effective language according to context. Therefore, the use of types,

functions and strategies directive speech used by teachers in speaking to students in English School Indonesia is a necessary thing to study.

There are the three relevant study objectives that may be developed in conducting this research which are to categorize the various forms of directive speech that English teachers employ on Zoom Meeting in English School Indonesia classes, to describe the functions of directive speech acts used by English teachers on Zoom Meeting classes in English School Indonesia and to explain the directive speech act strategy used by English teachers on Zoom Meeting classes in English School Indonesia. The research questions about what kinds of directive speech acts are used by English teachers via Zoom Meeting in English School Indonesia classes. What the functions of directive speech acts are used by English teachers in Zoom Meeting in English School Indonesia, and How the strategy of directive speech act is used by English teachers in Zoom Meeting in English School Indonesia. The data of the research are acquired through observation, note-taking, and recording the sentences spoken by English teachers on Zoom Meeting. This study is intended to provide a significant contribution to English teachers and learners, researchers, and readers by assisting them in comprehending the idea of directed speech actions.

RESEARCH METHODS

Data can be obtained from both oral and written forms (Sudaryanto, 1998). The teacher's utterances are the source of the data for this research. The utterances chosen are contained directive speech acts. The data for this study comes from the directed speech acts of English School Indonesia (ELSI) teachers. This study used the distributional analysis method. A pragmatic distributional method is used in this investigation. The research's data were directive speech acts that could be detected with the help of conversing partners. The methodologies of referential and pragmatic distributional are used in this study. The results of data analysis could be presented both formally and informally, according to Sudaryanto (1993). In this study, findings of the data analysis are provided informally. The analysis is carried out qualitatively, with explanations written in easy-to-understand words. Formal presentation of the results of data analysis uses tables to calculate the form of directive speech acts used by English School Indonesia (ELSI) teachers at Zoom Cloud Meeting classes.

RESULTS AND DISCUSSION

The writer found types of directive speech act used by teachers. The most dominant types of directive speech act used by the teachers in this research the command with the percentage 48%. It is because the teachers have authority toward students and they have the responsibility to perform act. The function of requestive is found in 44 utterances with 35% occurrence. The function of question is only found in 3 utterances (2,5%). The use of questions showed that the teacher expected the students to provide the information and to carry out the action from the utterances. The permissive function has the same as the question found in 3 utterances (2,5%). The function of requirement is found in 50 utterances (40%). The requirement is the majority of utterances used by teachers. The function of prohibitive and advisories was found in 12 utterances with 10 % occurrence. In Addition, The most dominant strategy used by the teacher with 78% occurrence is direct strategy. Meanwhile, the indirect strategy of the directive speech act used 22%

CONCLUSION

The goals of this study are to categorize the various forms of directive speech acts employed by teachers via Zoom Cloud Meeting in English School Indonesia (ELSI) and describe the purposes for which speakers utilize directive speech act and the directive speech act techniques. After analyzing the utterances between teachers and students via zoom cloud meeting, there are 124 utterances found which contain directive speech act. The writer describes three main points from the pragmatic side. Furthermore, there are 60 data in the form of commands, 48 data in the form of requests and 18 data in suggestions. The teachers use the types of commands to get the students to perform something. The teachers use a request to show what teachers want the students to refrain from doing something. The teacher asks them without forcing them. On the other hand, when instructors want to encourage or remind pupils to accomplish something, they utilize suggestions. The command is the form of directed speech act that English teachers employ the most (48%). According to this study, the directed speech act utilized by English teachers has six roles. Requirements are the directive speech act's most important role. Fifty data were found with a percentage of 40%. The children are frequently given instructions or directives by the teachers. In an online class via Zoom Cloud Meeting, a teacher has authority over students. Thus, requirements will serve their purpose more effectively if teachers make an effort to motivate students to take action.. Meanwhile, there are direct and indirect strategies of directive speech acts. Teachers use the dominant direct speech strategy towards students in English school Indonesia (ELSI), 97 data found with the percentage 78 %. In summary, an indication of the relationship between context with the types, functions, and strategies used by teachers. The use of types, functions, and strategies is relatable to the context of the research environment. The background of English School Indonesia (ELSI) as an English course (non-formal institution) aims to improve the student's ability to speak English fluently by creating an English environment. In other words, English School Indonesia (ELSI) builds the vibe of the environment as if the teacher and the students are in a western country. The students have to speak English during the class and the teachers are the facilitators to encourage them. The goal builds the students' confidence to be brave to speak English. Therefore, this is a foundation for teachers to find an effective way to communicate with students to get the goals.

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