Discourse Analysis of Directive Speech Acts Used by Teachers in Classroom Interactions

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Abstract

This study investigates the types of directive speech acts employed by English teachers in online classroom interaction with their students. In addition, the study details the frequency with which teachers in the third grade of SD IT Widya Cendekia use directive speech acts in the context of online learning and classroom interactions. As a descriptive research method, this analysis was designed. The information gleaned from the English class video recording through the Microsoft team application as a learning tool. According to Yule's theory of directive speech act, video recordings were used to capture data for analysis. The study employed Miles and Huberman (1994) qualitative approach to data analysis. According to the findings of this study of teachers' use of directive speech acts in online learning contexts, only 7 of 62 directive utterances were classified as commands, nine as requests, two as suggestions, two as invites, and one as a warning. Besides, the request kind of directive is employed by English teachers in online classroom interactions at a significantly higher frequency than any other form of directive speech acts.

INTRODUCTION

Communicative classroom activities necessitate participation from both the instructor and the students. It is an excellent tool for maintaining classroom discourse. There will be an improvement in classroom efficiency. Communication between the instructor and

students, as well as between students themselves, is crucial to the success of any classroom setting. The gap between the teacher and the students will shrink in the classroom. Thus, the educator and the student will actively engage in the learning process. The instructor and the students will participate in the conversation during instruction direction. According to Kroeger (2018), the purpose of human interaction is to facilitate the flow of information and avoid misunderstandings, so its focus is on meaning.

Furthermore, Griffiths (2006) stated that the foundation of second language learning is interaction because it allows students to work together and negotiate their identities as they develop their communicative and social skills. Therefore, participation in class discussions is essential. Interacting with other students and the teacher will help students develop their language and social skills. The onus of creating an efficient method of instruction rests with the educator.

As a subset of linguistics, pragmatics is an exciting study. The study of pragmatics focuses on the interaction between the speaker and the listener, specifically on creating (Griffiths, 2006). According to Yule (1996), the field of study known as "pragmatics" examines how non-verbal cues contribute to effective communication. This means that speech acts or acted utterances are frequently employed in everyday communication. According to Haquet et al. (2019), how words serve a purpose, a linguistic unit that specifies an action to be taken is called an "act." The act of saying something is a communicative act in which the speaker actively participates. According to Searle (1965), There are only five fundamental ways to use language: to represent a proposition as accurate, to give orders, to express one's feelings, to make a promise for the future, and to make a declarative statement (bringing out a change in the external situation). The speaker gives direct orders to get the listener to take action. Austin (1963) argues that speakers use directives to encourage their listeners to take action (or refrain from taking action). A directive can be an order, a warning, a plea, a direction, or advice. Words like "command," "request," "invite," "advise," and "suggest" fall under the umbrella of "directives,"

The use of teacher-directed speech acts must be as effective as possible so that the objectives of learning interaction in class can be achieved optimally. Effectiveness Teachers' speech acts in a class, including speech acts directions, are essential because the course can be a place where students can learn and practice skills to improve their communication abilities (Taguchi, 2011). Furthermore, meaningful learning occurs through teacher-oral interaction, and students in the class are influenced by the teacher's use of language, among other things. The language used by the teacher inside the classroom can impact the success of learning interactions (Cook, 2008).

There are several previous studies related to this study. They are: first conducted by Sholihin (2015) with the title piece titled "An Analysis of Nemo's Illocutionary Acts in Finding Nemo," the author examines Nemo's use of illocution throughout the film. In particular, he dissected Nemo's illocutionary deed as depicted in Finding Nemo. He did this by employing John Searle's theory of "speech acts," in which each utterance is broken down into one of four "illocutionary acts exciting Santosa and Kurniadi (2020) asserted that research showed the educator to be the most frequent user of the aggressive speaking act. The teacher uses an assertive speech act by offering the student the opportunity to prepare for the upcoming exam and then discussing the material with the student. Third,

the following previous study conducted by Azizah and Suhardi (2020) found that the instructor used to command, request, and provide forms of directive communication.

Compared to similar studies, the data from the researchers' investigation differs significantly. First, the study was conducted in an online English class taught by teachers in Serang. The teachers there take a communicative approach to their lessons, so the study attempted to analyze the different kinds of directives and speech acts used in their instruction. The second study examines the most common teacher speech acts in online education. The novelty of this study is that study was conducted in an online English class.

The teacher's language or speech acts are very strategic to maintain the meaningfulness of learning through oral interaction in the classroom. Especially in elementary school classes that use a bilingual system. The teacher's ability to perform language acts (speech acts) following the context, topic, social relations, and psychological relations will determine the effectiveness of the teacher's communication with students during classroom learning activities. The present study seek to answer the following questions (1) What types of directive speech acts by teachers in classroom interactions? (2) What are teachers' most frequent directive speech acts in classroom interactions?

LITERATURE REVIEW
Speech Act
Conversations in the classroom can be evaluated as exciting in the speech acts of teachers and students (Kemp, 2017). Speech is composed of verb-shaped sentences meant to educate the reader or viewer. Learning is deemed passive if it does not involve addressing actions on the instructor's part; nevertheless, learning becomes active when the teacher uses speech acts (House et al., 2021). In many classrooms, the role of the teacher is preeminent. Educators who want their students to participate in the learning should have oy good pedagogy that uses a variety of speech acts to engage their pupils and spur discussion. According to Fairclough (2003), directive speech acts are classified into five types: ordering, requesting, proposing, advising, and challenging.

Discourse analysis is an exercise in linguistic theory. This study relies on an understanding of the circumstances surrounding each speech. Knowing the setting in which they are speaking helps them grasp meaningfully. The success lessons can be gauged by how well the listeners receive their intended messages. For example, there are three responses to someone's spoken communication. The utilization of speech actions in a social context involves the speakers' words and the interlocutors' understanding. Speech acts play a personal touch (Schwartz & Hom, 2021). According to Dijk (2008), numerous connotations associations are created when the context of certain speeches is involved. Success in speech acts is measured by the audience's understanding of the speaker's messages.

Austin (1963) analyzes the connection between speech and action. He and his student Searle proposed the speech act theory as a linguistic theory. Whereas linguistics and semantics focus solely on developing linguistic structures, speech act theory also considers non-linguistic forms of communication. He and his student Searle proposed the speech act theory as a linguistic theory. Whereas linguistics and semantics focus solely on developing linguistic structures, speech act theory also considers non-linguistic forms

of communication. This suggests that the use of language involves more than just the generation of sentences

Speech acts are defined by Austin (1963) as the actions taken when saying something. This is similar to a proposal that speech acts are actions carried out through utterances. Furthermore, according to Searle (1969), speech acts are the possible minor units of human communication, and the conception or distribution of a sentence token meets the criteria for a speech act. To put it simply, when we employ a language, we make assertions, give commands, ask questions, make statements of intent, make promises, etc. Searle establishes a direct link between both the study of language (both its production and interpretation) and meaning by emphasizing speech acts as the foundation of all communication (both speaker meaning and linguistic purpose) (Schiffrin, 2006).

According to Searle (1969), There is an emphasis on realistic contexts for the speech act to be presented. Therefore, he argues that the most basic premise of speech act theory should be that the atomic unit of human communication is the performance of discrete acts. According to Bayat (2013), the functional dimensions of language are connected to these behaviors in communication cases. Pragmatic dimensions are related to the production and comprehension of speech acts, as opposed to the morphological, syntactic, and rhetorical dimensions of language structure organization. These two dimensions complement one another in communication.

Directive Speech Act

Directive speech is words or phrases that govern and indicate an action or attitude requiring another to do so. According to previous scholars, instruction includes orders, requests, warnings, prohibitions, recommendations, desires, hopes, truths, and obligations (Leeuwen, 2008). Furthermore, Based on Dijk (2008) express the directive speech act speaker to act or do anything. The Directive Speech Act is illocutionary because it represents the speaker's intention through their words/phrases in an attempt to reach the listener. An illocutionary speech act involves doing something in addition to saying something, which is highly context-dependent. Furthermore, Yule (1996) argued that illocutionary speech acts result from a speaker's communicative force. The act of stating anything is, According to Yule (1996), Speech acts can be divided into five categories: requesting, offering, making a statement, and making an expression. The category of direction in speech acts is significant because it is used to influence the behavior of another speaker. (Requests, questions, commands, orders, suggestions, and so on are all examples of paradigm cases.)

According to Yule (1965) directives, There are different speech acts, including orders and requests, invitations and warnings, prohibitions and suggestions. Positive or negative responses can be written in forms. The following characterizes such shapes: (1) The person with the authority to issue a command is the one who gives a command. The listener's behavior is entirely command. Try your best, for instance. Specifically, (2) a request is a type of speech act whose illocutionary purpose is to get the hearer to do something when it is not apparent that they will in the normal course of ordinary Ence. The requester has faith in the capability of the addressee to carry out the requested task. The third definition describes how one notion might trigger another through association. There is an actionable suggestion involved. The message is delivered with tact so that the receiver does not take offense.

For instance, you may wear a black dress and matching black heels. Four) Inquiring An invitation is an expression that invites another person to join the speaker at a particular event, such as a party, a visit to a beach home, or witnessing a marriage. The request can be made verbally, the invitation can be sent as a beautifully engraved card, or the invitation can be conveyed as puffs of smoke trailing an airplane. For instance, I would appreciate it if you could make it to my birthday celebration later tonight. The invitation stands: dine with me tonight! Fifthly, warning someone of a potential risk or problem is an example of prohibition. In most cases, a warning will be delivered using an imperative with a positive connotation. No Smoking!

Classroom Interaction
Interaction classroom communication has been the subject of much research, and these studies have shown how crucial they are for students' knowledge and skill development. Keeping students interested in class is essential. According to Hansen-Thomas and Langman (2017), students will naturally talk to one another in small groups or pairs, with equal opportunity for all participants. As a result of what is known as the communicative approach, educators typically aim to move beyond simply having students talk to each other and toward more complex problems of getting students to communicate.

The growing recognition that classroom interactions play a crucial part in fostering students' academic growth has become integral to facilitating those learning opportunities. Because of its significance to both teaching and learning, classroom interaction is a central concept. A study by Hansen-Thomas and Langman (2017) found that interaction is something that groups of people can do. Of course, the teacher's responsibility is to regulate classroom discourse by deciding who gets to talk to whom, when, and on what topics and in what languages. Regardless, any classroom interaction's success hinges on its students' participation.

It is possible to define pragmatics as the study of the science of speech based on context, which includes the speaker's relationship to meaning (Belligh & Willems, 2021). This pragmatic research can apply several contexts to linguistics, including social context, time, place, atmosphere, education, and culture (Alba-Juez, 2021). As a result, while a speaker is interacting or communicating, the role of context has a significant impact on their speech. A person is said to be interacting with another person in terms of linguistics when acting in speech. Humans can express what they want to say, primarily through signs, through language (Dijk, 2008). Written language is a sign of spoken language, whereas the language produced by the human speech apparatus is understood as a spoken language in sound symbols. Language can be considered an arbitrary sound symbol system used by various organizations to communicate or define themselves (House., 2021).

Both in the domestic setting and educational use is crucial for human communication (Kroeger, 2018). Language has an ethics of civility, just as there is an ethics of classroom conduct. Within the Santrock framework, teachers and students interact with one another and the curriculum materials to communicate specific information (House, 2021). Polite language has been ranked in the cultural hierarchy of values and linguistic standards in place at the time these lessons are taught. When words are used, there is often a veneer of decency or morality (Ansari & Gupta, 2021). Being polite in language involves following one's morals in communicating effectively and without hurting people; one is welcome

to connect with sentences. To achieve the goals of the educational process, learners' speech in learning encounters must be sensitive to their immediate surroundings. Understanding the lesson the speaker is conveying to the interlocutor can be aided by the context of the speech at the proposed address (Juliane House et al., 2021).

Because it can be applied as a pragmatic scientific study to better the development of pragmatics in primary schools, the study of directed speech acts is essential. Constant talking When it comes to communicating, humans will not be divided (Kim & Kwon, 2020). There are a variety of utterances that instructors and students use to accomplish the goals of their communication. (Drid, 2018). The teacher's voice can provide comfort and conduciveness in teaching and learning (Rahmah et al., 2020).

METHOD
Design of the Research
Descriptive discourse analysis was the method of choice for this study's research strategy. The present study employed descriptive qualitative research. Data in a descriptive qualitative study are typically presented in either verbal or written language (Creswell, 2018).

Participants
This research was conducted in the third grade of SD IT Widya Cendekia. The researchers involved one English teacher and 15 students in the third grade of the school. This research was done by recording online teaching and learning through the Microsoft Teams application.

Instruments
The research instrument is a video recording and observation note. The data in this study are the speeches of teachers and students of SD IT Widya Cendekia during the online learning process through a Microsoft team. The data collection techniques in this study used two types of methods, including observing and taking notes. The technique was carried out by listening to the teachers' speech acts in the learning interaction. The taking notes technique is done by writing on the data card. The researchers used the data cards to record the research data to ease the grouping of the data. The data collection technique the researchers used in this study was an observation technique. The researchers used a recording instrument by the teacher when teaching online. This research data is collected using the following steps: recording, observation, and transcription. After the recording was done successfully, the subsequent technique was note-taking. Note-taking is done to take note of the teachers' utterances in the class. The teacher's utterance is entered into a sheet.

Procedures
In this study, the researchers observed the online teaching and learning process in the classroom at SD IT Widya Cendekia. The researchers observed the verbal interaction between the teacher and students and among students. Furthermore, the researchers observed the teachers' speech acts in classroom interaction for one meeting recording. The recording data were transcribed into written texts and then analyzed the data. The data analysis was based on Miles Huberman's theory. Miles and Huberman (1994)

explain the method of data analysis called an interactive model. Interactive model qualitative research allows data analysis when the researchers are in the field or after returning from a new field in the study. Descriptive qualitative data analysis was used. Data analysis involves data reduction, display, and conclusion drawing/verification. Data reduction selects, focuses, elaborates, abstracts, and transforms transcribed data. The researchers transcribed EFL teachers' speech behaviors during instruction. Data display organizes and compresses information for decision-making. The researchers classified speech acts. Dates were tabulated and described in this study. Analyzing confirms the conclusion drawn. The analyst's second consideration while writing may be verification. The researchers concluded earlier phases at this final stage. The researchers then calculated a percentage of the data to determine the types of speech acts used in teaching and learning. Percentage calculations complete the findings so readers can see how each discovery compares to the others.

FINDINGS AND DISCUSSION

The results of this study show that instructors employ directive speech acts in their interactions with students. In the words of educators during an online course. Words, phrases, clauses, or sentences can all serve as the form of the directing act. In addition, the five directive acts of command, request, suggestion, invitation, and prohibition fall into three broad categories. Some of the descriptions are presented in Table 1.

Table 1. Types of Directive Speech Act: Command

00:03:04/T1/M1/D1	Teacher: Silakan ruby baca (please read! ruby)
	Context: The teacher gives a chance for ruby to read the text
00:05:40/T1/M1/D1	Teacher: Oke Coba nih Coba dulu ya Coba miss dila Tulu ya nanti for the others listen carefully you oke! (oke, ms dila will try to read the text, so listen carefully!)
	Context: The teacher would like to give an example le how to read correctly. After that, the teacher provides commands the students to listen carefully.
00:10:38/T1/M1/D1	Teacher: Semuanya, please look in the yellow board (everyone, please look at the yellow board)
	Context: The teacher gives the command to students to look at the yellow board on the screen
00:12:08/T1/M1/D1	Teacher: Please open your book back on fifty-six
	Context: The teacher gives commands students to open the book
00:14:11/T1/M1/D1	Teacher: Makanya, you look at the compass the foto Iya lihat nih foto di sini ada Kompas ya (that's why, look the compass image, here is a compass image)
	Context: The student said she didn't understand the compass, so the teacher repeated explaining more about that.
00:17:48/T1/M1/D1	Teacher: look at the compass in the photo
	Context: The teacher gives the command to look at the compass again
00:21:34/T1/M1/D1	Teacher: prepare for more yourself
	Context: The teacher stated that prepare for a daily test that will conduct tomorrow

Based on the data, the researchers can conclude that seven utterances include command in the teacher's talk in the directive speech acts teachers use in classroom interactions through online learning. The data shows the most frequent command in learning process activity.

Table 2. Types of Directive Speech Act: request

00:03:04/T1/M1/D1	Teacher: Oke, please let Calista read the text on the yellow board. Context? The teacher requested Calista to read the text on the screen.
00:03:40/T1/M1/D1	Teacher: Oke, who wants to read? Ruby? Boleh... ruby mau membaca? (oke, who wants to read? Ruby? Please, ruby wants to read?) Context: The teacher asks who wants to read the text on the screen
00:09:38/T1/M1/D1	Teacher: Who is the next want to read? Oke Alisa, yes, please. Context: The teacher asks again about who wants to read for reading the text, then one of the students raises the hand
00:05:40/T1/M1/D1	Teacher: Jadi disini siapa yang mobinya menggunakan GPS system? Please raise your hands (so, does anyone have h car using a GPS? please raise your hand) Context: The teacher asks students to use the GPS for related material with daily activity
00:08:55/T1/M1/D1	Teacher: di sini siapa yang pernah menggunakan GPS system? Raise your hands, please (so, does anyone here have a car using a GPS? please raise your hand) Context: The teacher again asks students who used GPS in their cars. The teacher request to raise their hands
00:08:58/T1/M1/D1	Teacher: have you ever used a compass? Context: The teacher asks again about the use of the past
00:14:11/T1/M1/D1	Teacher: Oke, wait a moment, please Context: The teacher would like to stop unconducive situations in online learning
	Do you have any questions? Context: Before the teacher closes the class, the teacher makes sure to students, the students have a question or no
00:21:10/T1/M1/D1	Teacher: if you have any questions, please, you can WhatsApp me. You can chat with m.e Context: Before the teacher closes the class, the teacher requests the students to ask her if they do not understand the material

Based on the data, the researchers can conclude that nine utterances classified requests in the teachers' talk in the directive speech acts used by teachers in classroom interactions through online learning. From the data, the most frequently commonly happened in the core activity.

Table 3. Types of Directive Speech Act: Suggestion

00:20:11/T1/M1/D1	Teacher: so, don't forget to learn to study unit 4 yah around town dari awal sampe akhir (so don't forget to remember to research unit 4 yah around town from start to finish) Context: the teacher gives suggestions for the students don't forget to learn for the daily test

00:20:34/T1/M1/D1	Teacher: so, don't forget the meaning of bank, castle, sports center, train station Context: the teacher gives suggestions to the students about learning past the material to preparing the daily test

Based on the data, the researchers can conclude that two utterances classified suggestions in the teacher's talk in the directive speech acts used by teachers in classroom interactions through online learning. From the data, the most frequently happened in the learning process activity.

Table 4. Types of Directive Speech Act: Invitation

00:02:38/T1/M1/D1	Teacher: So. Let's read and answer. Context: the teacher invites students to read and answer the instructional in the book on the screen through online learning
00:09:14/T1/M1/D1	Teacher: Let's go to the following text Context: the teacher invites students to go to the next page or text

Based on the data, it can be concluded that two utterances included invitation in the teacher's talk and the directive speech acts teachers use in classroom interactions through online learning. From the data, the most frequently happened in core activity.

Table 5. Types of Directive Speech Act: Prohibition

00:13:26/T1/M1/D1	Teacher: ya udah kalau belum ya udah jangan, no bilang. (oke, if not don't say yes, say no) Context: the teacher prohibits students not to answer that are not suitable for them

Based on the data, it can be concluded that one utterance classified prohibition in the teacher's talk in the directive speech acts used by teachers in classroom interactions through online learning. From the data, the most frequent command happened in core activity.

In this chapter, the researchers would like to serve the result of the problem about the types of the most frequently directive speech acts teachers use in the classroom through online learning. Below are the data types of speech acts that are used by the directive speech acts used by teachers in classroom interactions through online learning:

Table 6. Types of Directive Speech Act

Type of Directive Speech Act	Frequency
Command	7
Request	9
Suggestion	2
Invitation	2
Prohibition	1

DISCUSSION

In category interactions, directives are a typical kind of communication. Speech acts such as directives, requests, suggestions, invites, and warnings fall under directive speech acts. The tutor's position necessitates speech acts since, in addition to leading the class, the tutor must also play other roles, including those of authoritative figure, director, manager, counselor, guide, friend, and even parent. As part of this responsibility, teachers can employ directive speech actions to get their students to take action. Directions can be given as a command, a request, a suggestion, an invitation, or a warning (Yule, 1996). The data revealed that teachers employed a total of 72 directive speech acts during student-teacher interactions carried out via online learning. The study uncovered seven command data types, nine request data types, two suggestion data types, two invitation data types, and 1 warning data type. The data above suggests that requests are employed by teachers more often than any other form of directive speech act while facilitating student learning via an online English tutoring session on a Saturday morning for middle school students.

Based on Searle (1965) said that a request is a form of directive speech act whose illocutionary objective is to get the hearer to do something when it is not evident that they would do the action in the ordinary course of events. The hypothesis above suggests that teachers should encourage student participation in the learning process by providing them with opportunities through online education. Teachers of English sometimes use this phrase as a request or an ask of their pupils to elicit a more positive response. As a result, the English instructor's utilization of student requests is crucial to the success of the classroom. As based, students who make submissions are found to participate more actively in class. Therefore, teachers should employ a variety of request types to encourage student participation. In particular, if the online learning process exacerbates students' inactivity, as has been suggested, Biatrik et al. (2020) asserted that despite having access to resources that should encourage them to engage in online learning (computers, androids, and active internet networks), some students are still hesitant to do so. For this reason, it is the responsibility of the educator to foster a stimulating classroom environment.

Based on Yule (1965), take the action of a person with authority to issue commands to another. The hearer's activities are completed within the speaker's control. The abovementioned reasoning suggests that an English teacher will perform very well in the classroom. English teachers also play a vital part in the school, setting the mood and creating a welcoming environment for students. Help and care for students, act as examples, and keep an ear out for any signals of problems. The English teacher uses this phrase to instruct students on what to do. Therefore, the English teacher's use of command or order is crucial to the lesson's success. As Sari (2018) mentioned, the speaker forbids the addressee to do something; therefore, bans and limits are frequently interpreted as prohibitive actions. As a result, the command is commonly used in educational settings to convey information.

What we call "suggestions" occur when one idea naturally leads to another, usually through mental association. There is an actionable suggestion involved. The words are delivered with tact, ensuring that the recipient will not take offense (Yule, 1996). The researchers uncovered a total of 13 pieces of data. English teachers use these expressions for the benefit of their students. An English instructor used these ideas to help their students and advise them on what to do.

The disclosure of an invitation to others to attend a gathering or perform some service for the host constitutes the fourth category (Yule, 1965). The data analysis indicates that two pieces of information qualify as invitations. The tutor used these expressions when teaching English as a second language to help the pupils better grasp the presented concepts. Different forms of instruction rely on different sorts of insertion. As Willemsen et al. (2018), the data analysis indicates that two pieces of information qualify as invitations. The tutor used these expressions when teaching English as a second language to help the pupils better grasp the presented concepts. Different forms of instruction rely on different sorts of insertion.

Prohibition represents the fifth classification. To warn someone of potential harm or difficulty is to prohibit them. Using the positive imperative to convey a warning results in the desired outcome (Yule, 1965). Based on our data, one piece of information should be treated as a warning. English teachers will sometimes use these expressions to admonish their pupils for talking too much in class, not following instructions, or using incorrect formulas or tenses in their homework. The purpose of a warning is to increase pupils' attention and discipline in class. Therefore, politeness should be concerned about the teacher's use of banned language.

Based on the data, the second part of this analysis is a breakdown of the nine different sorts of requests that teachers make during classroom interactions. The words "please," "may," "can," and "will you" are all common in requests since the speaker is requesting the listener's cooperation before ordering them to do something. Searle (1965) stated that a request is a form of directive speech act with the illocutionary goal of persuading the hearer to work in a way that would not be expected under the current circumstances.

Samantha and Almalik (2019) indicated that there is more information for the questioning capacity/willingness type of request speech act than for the mild request and suggestive formulae. Meanwhile, there is no obligation, performative language, or elliptical sentences. The results showed that the situational context correlates strongly with the requesting strategies, which in turn strongly correlates with the conversational meaning. It demonstrates that students will be more engaged in learning if teachers use questions. Teachers who incorporate online instruction into their lessons should encourage student participation and activity. Most requesting speech acts come from the data.

CONCLUSION

English teachers' usage of directive speech acts in online classroom interactions was analyzed and identified using a descriptive qualitative study approach, using a theory developed by Eric Yule called the pragmatic directive speech act. The current study can draw the following conclusions based on the stated problem and its scope: Discourse study of the different kinds of directive speech acts employed by English teachers in their online lessons' student-teacher interactions. The study revealed all varieties of directed speech works, including one warning and seven commands, nine requests, two suggestions, and two invitations. Discourse study of English instructors' usage of directive speech acts in online classroom interactions reveals that teachers most frequently utilize the request type of directive speech acts identified by Yule's theory.

ACKNOWLEDGMENT

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