

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will discuss research results that are presented in two parts. The first part is a description of the data that is expected to provide an overview of the data that has been selected and categorized by the researcher. The second part contains a discussion of the research results that are organized based on the problem formulation and research objectives listed in the previous chapter. The discussion that will be described is the type of directive speech acts of teachers, the strategy of delivering directive speech acts of teachers, and the factors of the use of directive speech acts of teachers in English learning interactions in English learning interactions at MTS Pulokemiri.

4.1 Research Findings

The realization of directive speech acts in this study includes types of directive speech acts, strategies for delivering directive speech acts, and factors behind the use of directive speech acts of teachers in learning interactions in class VIII MTS Pulokemiri. Directive speech acts used by teachers in classroom learning interactions are influenced by the context that exists in a speech event. The context is part of the factors that motivate the use of directive speech acts of teachers in learning interactions in class VIII MTS Pulokemiri. This section will describe the results of the research conducted at MTS Pulokemiri sequentially in accordance with the problem formulation in this study.

4.1.1 Types of Teacher's Directive Acts in English Learning interaction

The types of directive speech acts of teachers in this study are categorized based on the types of directive speech acts by Prayitno (2011: 42), namely commands, requests, invitations, prohibitions, advice, and critique. The following are the results of the analysis related to the types of directive speech acts of teachers in classroom learning interactions.

Table 4.1 The Number of Types of Teacher's Directive Speech Acts

No	Types	Learning Stage			Total (100%)	
		Pre-teaching	Core	Post-teaching		
1	Command	1	20	3	24	62%
2	Request	2	2	-	4	10%
3	Invitation	2	3	-	5	13%
4	Prohibition	-	-	-	-	-
5	Advice	1	3	2	6	15%
6	Critique	-	-	-	-	-
Total		6	28	5	39	100%

Out of 39 data, the utterances used by teachers are mostly commands which amounted to 24 data and usage. From this it can be concluded that during the learning interaction at MTS Pulokemiri, teachers mostly use command-type speech, especially in the core learning stage. The command type speech has a directive function that has the effect of making speech partners do something as desired by the speaker.

From the data above, it can be concluded that English teachers at MTS Pulokemiri 62% use command-type speech acts to organize students in their class. This is because the teacher's responsibility is to improve students' skills and condition the class to remain conducive, so that learning objectives can be achieved. Furthermore, according the English teacher, indeed command is more likely to be used. The reason teacher use commands more is that it is more effective to manage the students in the class if they use commands. By using commands, students become more responsive, understand what they have to do and by being given direct orders, they become less passive during the learning process. Apart from using commands, teachers also sometimes use invitations so that students would cooperate and participate in learning

activities. Moreover, when giving feedback, advice is the type of directive speech act that is more often used.

Command type is spoken by teachers in various contexts. In this study, the command type is mostly used in the core learning stage. Teachers used command type to order students to do tasks. The tasks given are tasks that require students to actively participate in the learning process. Furthermore, the data will be described in the following part to provide a more thorough explanation for each types that accured.

a. Command

A command is a type of directive speech act that intends to tell the speech partner to perform an action. The speaker expresses his desire for the speech partner in their relationship with the note that the speaker's position is above the speech partner, so the speech partner cannot refuse the speaker.

In the pre-teaching stage, the teacher prepares students physically and psychologically to follow the learning process. Teachers can utilize types of directive speech acts to influence students to follow what the teacher wants in preparing and conditioning the class so that the learning process can run effectively and can meet the learning objectives. In this study, researchers found several types of directive speech acts used by teachers in the pre-teaching stage including types of orders, requests, invitations, and advice. The following is the explanation of each type of teacher's directive speech acts in classroom interactions at the pre-teaching stage. One of the use of command-type speech acts that the researcher found at pre-teaching stage can be seen as follows.

(1) Teacher : “*Bagus. Kalau kosa kata tentang invitation card apa-apa saja? Minggu kemarin sudah ditulis. Kan?*”

Student : “Card, miss.. Invite, Birthday”

(Context: Spoken by the teacher when starting the lesson. The teacher said the speech to make the students remember the previous lesson.)

(004/001/1/2/08052023)

Speech act (1) is a command speech act in the pre-teaching stage which functions to make students recall previous lessons. In speech act (1) the teacher expresses his desire or order to the speech partner in the form of an interrogative sentence. The speaker wants to provoke students' memories of previous lessons. Students' reactions from speech act (1) are in the form of actions taken by students by being brave enough to mention vocabulary about Invitation Card. The action taken shows that students have understood the intention or desire of the speaker through directive speech acts. The command speech in the interrogative form in the data is characterized by interrogative intonation with a final rising tone and the use of sentences that intend to command.

The command in the core learning stage is used by the teacher to control students so that they can follow the learning process according to the lesson plan. The following are some data on the use of command-type speech acts used by teachers at the core learning stage.

(2) Student : *“Begini, miss?”*

Teacher : *“Okay yang ini bagus. Coba lihat ini, ini namanya Cyndy, terus ini coba siapa?”*

Student : Edo

(context: Uttered by the teacher when pointing something to the students)

(017/001/1/2/08052023)

(3) Teacher : *“Nah disini ada percakapannya. Kita akan coba memperagakan percakapannya yang tentang “what they can do” and “what will they do”. Jadi pertama-tama, kalian dengarkan dulu miss membaca percakapannya, terus nanti kalian ulangi yah? Okay repeat after me!”*

(Context: Uttered by the teacher when practicing some dialog in the topic)

(010/001/1/2/08052023)

Speeches (2) and (3) are interactions made by teachers to students at the core learning stage. The three utterances function as academic instructions, so that students can take an active role in the learning process. Data (2) and (3) are directive speech in declarative form sentences. In utterance (2), the teacher uses the utterance to direct students who ask questions. The student did not seem to be focused on doing what the teacher asked so the teacher directed the student's attention to the dialog in the book, and gave a clue in the form of the name of the character in the dialog. In speech (3), the teacher instructs the students to repeat the reading that the teacher reads. This is done so that students can practice correct pronunciation. In saying it, the teacher uses his voice straightforwardly. This is to get the attention of some students.

Then at the post-teaching stage, the teacher used command speech acts 3 times. Examples of data on the use of command-type speech acts used by teachers in classroom interactions can be seen as follows.

- (4) Teacher : *“Iya betul. Nah tadikan sudah ada beberapa contoh juga.. dan miss pun yakin kalian juga pasti bisa melakukan lebih banyak hal lagi. Nah sekarang coba kalian tuliskan at least, paling sedikit 5 contoh lain yang belum ada disebutkan. Pakai bahasa Inggris, kalimatnya seperti yang ada di contoh ya. Itu dia exercisanya, coba kalian buat sendiri contohnya ya kalimat tentang “we can do something”.*

(017/001/1/2/08052023)

Speech (4) is a teacher declarative utterance that belongs to the type of command at the closing stage. This speech is spoken by the speaker to function as an evaluation of the material that has been given. Speakers express their wishes or orders to speech partners in the form of declarative sentences. In speech (4), the teacher directly commands the students to make an example about the topic that has been replied to. In her speech, the teacher uses neutral intonation and a serious facial expression.

b. Request

Speech acts of the request type at the core learning stage are mostly used by teachers to provoke students' answers when conveying material. This is done by the teacher so that students can play an active role during the learning process. The speech act of request type shows that the speaker in his speech asks the speech partner to do an action. In this research, the teacher used directive speech acts of request type in the pre-teaching stage and in the core-activity stage. Directive speech acts with the type of request used by teachers in the pre-teaching and core activity stages can be seen as follows.

(5) Teacher : "How are you today?"
 Student : "*Saya sehat miss*"

Teacher : "I'm fine, miss", *coba diucapkan lagi?*"

(Context: Uttered by the teacher when engaging students to repeat the phrase in English)

(014/002/1/2/08052023)

(6) Teacher : "*Terus kata Cyndy, "I'm not sure but i will try"*"

Student : "I'm not sure but i will try"

Teacher : "*Coba diulangi lagi?*" (point at another student)

Student : "I'm not sure but i will try"

(Context: Uttered by the teacher when asking a student to repeat a dialog in the topic)

(014/002/1/2/08052023)

Speech (5) and (6) are some example of request type directive speech act data with imperative form in the core learning stage. This utterance is used by the teacher to function as academic instruction. In data (5), guru meminta siswa tersebut untuk mengulangi ucapannya yang menggunakan bahasa Indonesia. Dalam interaksi ini, terlihat bahwa guru ingin siswa tersebut menjawab tuturannya dengan menggunakan bahasa Inggris karena itulah guru meminta murid mengulangi ucaannya. Dalam hal ini, guru menggunakan kalimat imperatif dalam tuturannya.

Furthermore, in data (6) the teacher asks the students to repeat the pronunciation of the speech partner's friend and at the same time to check the students' attention. The teacher directly expresses his request by pointing to the student to repeat his friend's pronunciation. The form of imperative speech acts of the request type in data (5) and (6) is characterized by the use of the word "coba". Both responses given by the student in data (5) and (6) to the teacher utterance is by action, namely the student mentions and repeat a phrase that the teacher one them to repeat.

c. Invitation

According to Rahardi (2005) the invitation sentence is characterized by the use of politeness markers "let's" or "come on". In this research, one of the types of directive speech acts used by teachers in the pre-teaching learning stage and core activities is the invitation. This type of directive speech act is a speech act in which the speaker through his speech invites the speech partner to do an action. The researcher found 2 data in the pre-teaching stage while 3 data were found in the core activity. Some of the directive speech acts with the type of invitation used by the teacher can be seen as follows.

(7) Teacher : “*Alhamdulillah* i’m fine too, thank you. Okay now before we start our lesson today, let’s pray together. Okay, start praying.

Student : (Start praying)

(Context : Uttered by the teacher when engaging students to pray to prepare the class)

(001/003/1/2/08052023)

(8) Teacher : “*Yuk sudah 5 menit. Yuk coba kita praktikkan sama-sama. Bisa? Ayo kedepan. Coba praktikkan bagaimana cara pengucapan dan praktikkan cara berdialognya.*”

(Context : Uttered by the teacher when engaging students to practice some dialog in the topic)

(020/003/1/2/08052023)

The utterances (7) and (8) above are directive speech of the invitation type used by speakers to express encouragement to speech partners to do an action they want. Speech (7) is an example of directive speech act data in the imperative form that used in the pre-teaching activity. This speech act is expressed by the teacher to engage the students to do the praying, to prepare them, and to achieve the spiritual aspects in the lesson plan. The teacher expresses her invitation by using "let’s" that students immediately respond to with the exact action that the teacher wanted.

Speech (8) is an invitation type directive speech because it allows speech partners to follow what the speaker wants. The utterance is expressed to invite students to be active and being brave in practicing dialog on the topic studied in core activity stage. The teacher expresses her invitation with rising intonation and the use of the word "ayo" which has the intention to invite students to follow what the teacher wants.

d. Advice

The advice is a type of speech act in which the speaker is expressing the belief that there is a reason for the speech partner to do or not do something. The expression of trust addressed by the speaker to the speech partner usually is for the benefit of the speech partner. In this research, the researcher found that there is 1 data in pre-teaching stage, 3 in the core activity, and 2 data ini post-teaching stage. Some utterances that contain advice will be displayed as follow.

(9) Teacher : *“Nah jadi totalnya ada berapa kosa kata? Apa sudah bisa dihafalkan?”*

Student : (mentions the number of vocabulary words but it seems that some of them have not memorized the vocabulary words)

Teacher : *“Iyak, jadi seharusnya setiap kosa kata yang kalian tulis itu harus dihafal, tahu arti kosa katanya, biar ada peningkatan dalam kosa kata kalian. Ya? Paham ya?”*

(Context : Uttered by the teacher when some students memorize the vocabularies)

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(10) “Student : “I’m not sur.. but.. i will..tri”

Teacher : *“Nak, seharusnya membacanya itu begini, “sure” coba diulangi?”*

Student : “Su..er..”

Teacher : “Sure”

Student : “Sure”

(Context : Uttered by the teacher when giving correction to a student)

(028/005/1/2/08052023)

(11) Student : “*gini ya, miss?*”

Teacher : (Approaching a Student) “*Nah ini bagusnya kamu tulis begini, kalau yg ini.. dibeginikan....*” (pointing to the wrong part and what needs to be corrected.)

Student:” *Oh.. oke miss. Terus miss, apa lagi ya?”*

(Context : Uttered by the teacher when correcting a student)

(036/005/1/2/08052023)

Speech acts (9), (10) and (11) are advice-type speech acts spoken by the teacher sequentially in the pre-teaching stage, core activity, and post teaching stage. Speech act (9) is a declarative form of advice spoken in the pre-teaching stage. The speaker expresses her advice directly to the speaking partner. The reason the teacher uses this speech act is because there are some students who lack English vocabulary, therefore in the previous meeting they were given the task of memorizing some vocabularies related to the previous topic. It is for this reason that the teacher used the directive speech act type advice to the students.

Meanwhile, utterances (10) and (11) aim to provide feedback in the form of correction to students. According to the English teacher, she uses declarative, direct and literal sentences so that students can immediately understand the correction given by the teacher. Utterances (10) used in the core activity to correct a student’s pronunciation while utterances (11) is used in the post-teaching activity when the teacher attempt to correct a student's writing.

4.1.2 Strategies of Teacher's Directive Acts in English Learning Interaction

According to Yule (2014), the delivery strategy of directive speech acts is a strategy used by participants to express the act or function of speech acts. In expressing it can be spoken directly and not.

Table 4.2 The Number of Teacher's Directive Speech Strategies

No	Types	Learning Stage			Total (100%)	
		Pre-teaching	Core	Post-teaching		
1	Direct Literal	4	23	5	32	82%
2	Indirect Literal	2	4	-	6	15%
3	Direct Non-literal	-	1	-	1	3%
4	Indirect Non-literal	-	-	-	-	-
Total		6	28	5	39	100%

It can be concluded from 39 data, most of the teacher's utterances during learning interactions take place in the classroom, teachers more often use direct literal strategies with 32 data and the use of this directive speech act delivery strategy is most widely used in the core learning stage.

The English teacher stated that the use of direct literal strategies is used with the aim that students will immediately understand the teacher's intention, so that students quickly do something as desired by the teacher. Direct and literal speech acts will be easily understood by speech partners because speakers use sentences with straightforward meanings, due to the direct relationship between structure and function. In addition, the utterance has the same meaning as the speaker. Teachers use this strategy so that students are not confused by the directions given by the teacher. In addition, students in class VIII MTS Pulokemiri respond more quickly to the teacher's speech when the teacher uses a direct literal strategy.

The strategies of teachers' directive speech acts in English learning interaction at MTS Pulokemiri will be described based on the research results that have been obtained by researchers. Based on the results of the research, it

was found that the direct and literal teacher's directive speech delivery strategies were the most widely used by teachers in classroom learning interactions. This is because teachers use these strategies a lot to direct students so that the teaching and learning process in the classroom remains conducive. The following is the presentation of the teacher's directive speech act delivery strategy in English learning interactions at MTS Pulokemiri.

In the realization of the lesson plan, the learning process is divided into three stages, namely pre-teaching stage, core activity, and post-teaching stage. In the pre-teaching stage, the teacher used directive speech act strategies to manage the class and prepare students before entering the core activity. The strategies used by teachers in the pre-teaching stage include direct literal and indirect literal strategies. Furthermore, at the core activity stage, the teacher uses more directive speech act delivery strategies. This is of course to organize students during learning activities to remain conducive. The directive speech act strategies used by teachers in core activity are direct literal, indirect literal, and direct nonliteral strategies. The direct literal strategy is more dominantly used by teachers. Finally, The post-teaching stage is an activity where the teacher ends the lesson by emphasizing the important points in the lesson so that students get a complete picture of the material and learning outcomes that have been learned. The strategy used by the teacher at the post-teaching stage is a literal direct strategy. Furthermore, the data will be described in the following part to provide a more thorough explanation for each strategies that used by the English teacher.

a. Teacher's Direct and Literal Directive Speech Strategy

According to Djajasudarma (2006), the direct speech act delivery strategy is a strategy that shows the delivery of speech act functions in accordance with the situation or reality. Furthermore, the literal speech act delivery strategy is a speech act used by speakers that has the same meaning as the meaning that constructs it. According to the English teacher at MTS Pulokemiri, the use of direct and literal strategies aims to make

speech partners can easily understand the intentions spoken by the speaker. That is, the teacher uses this strategy so that students immediately understand what the teacher is saying. The following are some data excerpts that illustrate the direct and literal speech act delivery strategies of teachers in classroom interactions at the pre-teaching, core activity, and post-teaching stages.

(12) Teacher: "How are you today?"

Student: "*Saya sehat miss*"

Teacher: "I'm fine, miss" *coba diucapkan lagi*"

(context: Uttered by the teacher when engaging students to repeat the phrase in English)

(002/003/1/2/08052023)

(13) Teacher: "*Yuk sudah 5 menit. Yuk coba kita peraktikkan sama-sama. Bisa? Ayo kedepan. Coba praktikkan bagaimana cara pengucapan dan praktikkan cara berdialognya.*"

(Context: Uttered by the teacher instructing the students to practice the dialog)

(021/001/1/2/08052023)

(14) Teacher: "*Kamu bisanya apa? Coba dipikirkan dulu*"

Student: "*Uhh... saya bisa menulis, miss*"

Teacher: "*Iya menulis.. nah coba tulis pakai bahasa Inggris.*"

(Context: Uttered by the teacher when instructing the student to contemplate)

(037/001/1/2/08052023)

Utterances (12), (13), and (14) are some examples of directive and literal speech act strategies. Speech (12) occurs in the pre-teaching stage of learning when the teacher asks the students to repeat what she says in

English. The student's response after this utterance is that the student immediately follows the teacher's instructions and answers the teacher in English, as requested by the teacher.

Speech (13) occurred during the core activity stage where the teacher told the students to practice the dialog related to the topic. The students' response to this speech act strategy was that the students were initially reluctant to try but slowly some students ventured to try practicing the dialogue.

Furthermore, utterance (14) occurs at the post-teaching stage where the teacher instructs students to try to find out about some examples that can be taken from real life related to the topic they discuss. The student response is when the teacher used direct and literal strategies, students then follow the instruction and immediately mention one example. This showed that the student will be more responsive when the teacher use this strategy.

b. Teacher's Indirect and Literal Directive Speech Strategies

The indirect literal speech act strategy is a speech act expressed with a sentence mode that is not in accordance with the purpose of the utterance, but has a meaning that is in accordance between the words that compose it and the meaning of the words intended by the speaker. Indirect literal strategy shows the delivery of the speech act function expressed in another form of sentence. This change in tense is intended to soften and to avoid conflict. According to the English teacher, this strategy is usually used to make the command or prohibition sound more friendly to the students. Some data that describes the indirect and literal speech act strategies used by English teachers in classroom interactions at the preteaching and core activity stages are as follows.

(15)Teacher: “*Bagus. Kalau kosa kata tentang invitation card apa-apa saja? Minggu kemarin sudah ditulis. Kan?*”

Student: “Card, miss.. Invite, Birthday”

(Context: Uttered by the teacher when instructing the students to mention the vocabulary discussed last week.)

(004/001/1/2/08052023)

(16) Teacher: “*Yak itu tadi contoh dari percakapan I tentang.... apa tadi isi percakapannya?*” (point at the student who seems to not paying attention)

Student: “*Tentang.. contoh “do something”, miss*”

(Context: Uttered by the teacher when instructing students to mention the main point of dialog in the topic)

(012/001/1/2/08052023)

In speech data (15) and (16), the teacher uses indirect and literal strategies in the introduction and core activity stages. Both utterances used to motivate students, namely to encourage actions in the form of reprimand or condemnation. Tuturan indirect dapat ditandai dengan bentuk kalimat yang berbeda. Kedua data tuturan (15), dan (16) adalah tuturan indirect karena menggunakan kalimat pertanyaan sedangkan maksud dari tuturan-tuturan tersebut ialah agar siswa melakukan sesuatu sesuai kehendak guru. Data tuturan (15) terjadi pada tahap pembelajaran pre-teaching dan data tuturan (16) terjadi pada core activity. Adapun respon siswa adalah, meskipun cara guru mengekspresikan perintahnya dengan kalimat yang berbentuk tidak langsung, siswa juga dapat memahami instruksi-instruksi tersebut. Pada penelitian ini, tidak ditemukan data dimana guru bahasa Inggris menggunakan strategi indirect dan literal pada tahap post-teaching activity.

c. Teacher's Direct and Non-Literal Directive Speech Strategies

In this study, the direct non-literal strategy is very rarely used by English teachers of grade VIII MTS Pulokemiri. The following is an example of the speech data.

(17) Teacher: *“Nah jadi sebelum kalian praktikkan di depan kelas, coba dulu dibaca-baca kembali.. diperhatikan.. apa yang sudah miss contohkan di conversation I dan conversation II. Supaya kalian bisa mempraktikkannya di depan kelas. Nah coba sekalian kalian memahami isi conversation I dan II tadi, coba dicatat juga ya.”*

(Context: Uttered by the teacher when some of the students were talking each other. It was uttered to make them focus on the task)

(016/001/1/2/08052023)

Speech data (17) shows an example of speech that uses direct and nonliteral strategies. In this study, this type of strategy is the least used by the teacher in each session of the learning stage. According to the English teacher, this utterance is intended to slightly reprimand some students who often talk when the teacher is talking about the task instructions. In short, the teacher uses this strategy to ask the students to refocus on the task being given. The response of the students to the utterance is that although it is not literal, the students can understand the utterance and return to silence to read their books slowly.

4.1.3 Factors of Directive Speech Used in English Learning Interaction

According to Leech (1993) some of the factors behind the use of directive speech acts of teachers are the factors of speakers and speech partners, the context of speech, the purpose of speech, speech as a form of action: speech acts, and speech as a product of verbal action.

Table 4.3 The Number of Factors for the Use of Directive Speech Acts

No	Factors	Total (%)	
1	Speaker and interlocutor	39	24%
2	Context of speech	39	24%
3	The purpose of the speech	39	24%
4	Speech as a form of action	33	20%
5	Speech as a product of verbal action	15	9%
Jumlah		165	100%

The results of the research based on the factors that underlie the use of directive speech acts of teachers are the most dominant speakers and speech partners, the context of speech, and the purpose of speech with the amount of data each as much as 39 data. The conclusion from the data above is that the overall speech is inseparable from the influence of the three factors namely speakers and speech partners, context, and purpose of speech because directive speech cannot be separated from who is talking to whom, the context that builds a situation, and the purpose that the speaker wants to convey through his speech. Furthermore, the data will be described in the following part to provide a more thorough explanation for each strategies that used by the English teacher.

a. Speaker and Speech Partner

The factors of speakers and speech partners are usually also referred to as those who address and those who are addressed. The following is an excerpt of data that illustrates the factors of speakers and speech partners in the use of directive speech acts of teachers.

(18)Teacher: “*Bagus. Kalau kosa kata tentang invitation card apa-apa saja? Minggu kemarin sudah ditulis. Kan?*”

Student: “Card, miss.. Invite, Birthday”

Teacher: “*Kalau artinya? Ayo coba sebutkan artinya juga.*”

(Context: Uttered by teacher to engage the students to say the translation of each word)

(005/001/1/2/08052023)

Based on the data transcription of speech (18), it can be seen that those involved in the conversation are a teacher and students. The teacher in speech (18) acts as a speaker with the students as speech partners. In the conversation above, the teacher opened the interaction with an indirect command. "What are the vocabulary about invitation cards?" then this instruction is understood by the students which can be seen after the teacher said the instruction, there were students who answered by mentioning the vocabulary that the teacher meant. Then when the teacher then asked the students to mention the meaning, they immediately responded by mentioning the meaning of each vocabulary.

Based on the results of interviews that have been conducted by researchers with English teachers who teach in these classes, some of the factors that allow teachers to use directive speech acts are due to close relationships. Closeness here means that the teacher knows the character of the students. For this case, the teacher knows that there are some students whose vocabulary is still very small so she recommends them to memorize some vocabulary for that the teacher needs to check whether the student has memorized or not. The use of directive speech act in utterance (18) aims to check whether the students really memorize the vocabulary given by the teacher.

b. Speech Context

What is referred to as context in pragmatic terms is all the background knowledge that is shared between speakers and speech partners. All directive speech data appears because of the context behind it. The following are examples of speech data that illustrate the existence of

context factors that influence the use of directive speech acts of teachers in classroom learning interactions.

(19) Teacher: “*Apa contohnya? Ayok coba sebutkan dalam kehidupan sehari-hari itu apa contohnya? Ayo coba apa?*”

Student: “*Masak, miss...*”

(Context: Uttered by the teacher when instructing the student to make an example related to the topic)

(033/001/1/2/08052023)

Speech (19) occurs because of the context, namely the same knowledge background between the teacher and the students. In the utterance, the teacher asked the students to mention some examples of the topic discussed in daily life. Then from the response of the student who mentions the example that the teacher means, it can be said that the student does understand the teacher's intention and has the same background knowledge as the teacher.

c. Purpose of Speech

The type of directive speech acts expressed by the speaker is motivated by the purpose of the speech. The data that shows the factor of speech purpose in the use of directive speech acts of teachers is as follows.

(16) Teacher: “*Yak itu tadi contoh dari percakapan I tentang... apa tadi isi percakapannya?*” (point at the student who seems to not paying attention)

Student: “*Tentang.. contoh “do something”, miss*”

(Context: Uttered by the teacher when instructing students to mention the main point of dialog in the topic)

(012/001/1/2/08052023)

As seen in the previous section, speech data (16) is a directive speech act of command type that appears at the core activity stage and the speech strategy uses an indirect literal strategy. In this section, the data of speech act (16) contains the purpose of speech factor which means that speech act (16) has a purpose in its utterance. From the interaction that occurs in the classroom, where the teacher is pointing to students who seem to be not paying attention, it can be concluded that the teacher said speech (16) to regain students' focus on learning. According to the teacher, students who are directly pointed out usually return their focus to the teacher immediately.

d. Speech as a Form of Action or Activity: Speech Actions

The next factor that influences the use of teachers' directive speech acts in classroom learning interactions is the speech factor as a form of action or activity: speech acts. The following are examples of speech data that illustrate the existence of speech factors as a form of action or activity: speech acts that influence the use of teachers' directive speech acts in classroom learning interactions.

(20) Teacher: *Alhamdulillah i'm fine too, thank you. Okay now before we start our lesson today, let's pray together. Okay, start praying.*

Student: (Start praying)

(Context: Uttered by the teacher when engaging students to pray to prepare the class)

(001/003/1/2/08052023)

Speech as a form of action or speech act activity is shown in data (20), it can be seen that the teacher's speech to students is a form of speech act. This can be seen from the responses given by students after listening to the teacher's speech. From the responses given by the students, because of

the habit that exists in the school, students immediately understand and then spontaneously recite the prayer that they usually pray before learning. The teacher's speech in the declarative form is then responded by the students with the action of immediately reading the prayer together.

e. Speech Factors as Verbal Action Products

Another factor that influences the use of teachers' directive speech acts in learning interactions found is the factor of speech as verbal acts. The following are examples of data found in this study that illustrate speech factors as verbal acts.

(1) Teacher : “*Terus kata Cyndy, “I’m not sure but i will try”*”

Student : “I’m not sure but i will try”

Teacher : “*Coba diulangi lagi?*” (point at another student)

Student : “I’m not sure but i will try”

(Context: Uttered by the teacher when asking a student to repeat a dialog in the topic)

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Speech act (6) is a directive speech act that is included in the speech factor as a product of verbal action. Speech (6) is a form of indirect and literal declarative speech which functions to give instructions to students to repeat the sentences that their friends have practiced to improve the students' pronunciation. The teacher used the instruction to guide the students in improving their pronunciation. Saat guru menuturkan “coba diulangi lagi?” sambil menunjuk siswa lain untuk mempraktikkan suatu tuturan, reaksi spontan yang dihasilkan siswa yang ditunjuk, yang kemudian mengulangi pengucapan temannya tersebut merupakan produk atau hasil dari tuturan guru “coba diulangi lagi?”.

4.2 Discussion

In the previous section, the results of the research on directive speech act strategies used by teachers in English learning interactions at MTS Pulokemiri have been explained. The results show that in each stage of learning, teachers are more likely to use directive speech acts of command type to manage all activities that take place in class. In addition, teachers also tend to use direct and literal strategies in delivering each of their speech. According to the English teacher, the use of direct and literal strategies is more effective and students respond more quickly to these strategies. The most frequent factors found in the field are speakers and speech partners, speech context, and speech purpose.

There are several studies whose results are in line with this study, in terms of the types of speech acts used by teachers, namely Febrianti (2020) and Rayhana (2020), who found the results that in learning interactions, teachers tend to use directive speech acts of the command type.

Furthermore, Febrianti (2020) found that the strategy that the teacher commonly used is direct strategy. This is also in line with this study because in this study also found the same results, namely teachers are more likely to use direct and literal strategies. Regarding the factors behind the speech acts, this study is in line with research by Nawir (2018) who found some of the factors influencing the directive speech acts of the interactions between the teachers and the kindergarten students, namely the addressors or addressees, contexts, objectives, speeches as the act forms: speech acts, and speeches as verbal products. In this study, the five factors appear as the background of the teacher's speech. The most dominant factors are speakers and speech partners, speech context, and speech purpose.