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## LIST OF APPENDIXES

### Appendix I Indicators of Directive Speech Act Types

No.	Types of Directive Speech	Indicators
1	Command	<ul style="list-style-type: none"><li>• Speech that intends to tell the speech partner to perform an action in the form of a signal, command or rule.</li><li>• Loud intonation. However, in certain contexts it can use medium or low intonation.</li><li>• Supported by a basic verb.</li><li>• Speech that is not only expressed in imperative form, but it can be expressed in declarative or interrogative form according to the context.</li></ul>
2	Request	<ul style="list-style-type: none"><li>• Speech that aims to ask the speech partner for something.</li><li>• Speech that is characterized by the expressions please, hope, and other phrases that mean to ask.</li><li>• Speech that can be expressed in declarative, interrogative, and imperative forms according to the context.</li></ul>

3	Invitating	<ul style="list-style-type: none"> <li>• Speech that aims to engage the speech partner in doing an action.</li> <li>• It is usually characterized by using the words "let's" and other phrases that mean to invite.</li> <li>• It can be used in declarative, interrogative, and imperative forms with the right context.</li> </ul>
4	Prohibition	<ul style="list-style-type: none"> <li>• Speech that is used in forbidding speech partners to perform an action.</li> <li>• It is usually characterized by the use of the words do not, must not, or prohibited.</li> <li>• Speech that is not only expressed in imperative form, but can be expressed in declarative or interrogative form according to the context.</li> </ul>
5	Advice	<ul style="list-style-type: none"> <li>• Speech that is used so that what is spoken by the speaker to influence speech partners and make speech partners believe.</li> <li>• Expresses the intention that the speech partner can take the belief as a reason to do something.</li> <li>• Speech that is characterized by the word should, and words that are suggestive or advising.</li> <li>• Speech can be used in declarative, interrogative, and imperative forms</li> </ul>

		according to the context.
6	Critique	<ul style="list-style-type: none"> <li>• The utterance is used to give a reprimand to the speech partner for the action taken.</li> <li>• It is characterized by words that are sarcastic or critical.</li> <li>• Characterized by high intonation, negative meaning, and expressed when one's emotions are less stable.</li> <li>• It is used in declarative, interrogative, or imperative form according to the context of the situation.</li> </ul>

(Adapted from Rahardi (2005); Chaer (2010); Prayitno (2011))

#### Indicators of Directive Speech Act Strategies

No.	Strategies	Indicators
1	Direct	Speech that has a direct relationship between structure and function.
2	Indirect	Speech that has an indirect relationship between structure and function.
3	Literal	Speech that has the same relationship between meaning and the words that construct it.
4	Non-literal	Speech in which the form has a meaning that is not the same as the intention of the speaker.

(Adapted from Wijana & Rohmadi (2009); Yule (2014))

### Indicators of Factors for the Use of Directive Acts

No	Factors	Indicators
1	Speaker and Speech Partner	<ul style="list-style-type: none"> <li>Aspects related to speakers and speech partners are age, social background, economy, gender and level of familiarity.</li> <li>The speech partner or speaker is the target of the speaker's speech.</li> </ul>
2	Speech Context	<ul style="list-style-type: none"> <li>Concerned with the background knowledge between speaker and speech partner so that speech can be understood together.</li> </ul>
3	Purpose of Speech	<ul style="list-style-type: none"> <li>It refers to the function or intention that the speaker wants to express in the speech.</li> <li>Speech that is oriented towards the intention.</li> </ul>
4	Speech as a Form of Action: Speech Act	<ul style="list-style-type: none"> <li>With regard to utterances that are considered as a form of performance or action.</li> <li>Speech is seen as something concrete that is clear to the speaker and speech partner, as well as the time and place of its utterance.</li> </ul>
5	Speech as the Product of Verbal Action	<ul style="list-style-type: none"> <li>It refers to the verbal act and its product.</li> </ul>

(Adapted from Leech (1993); Nadar (2013); Putrayasa (2014))



## Appendix II Interview Guide

Types of Questions	Purpose of Questions	Examples
1. Introducing question	To start the conversation and move to the main interview regarding the reason why the teacher used the speech act type	“Can you tell me about the reason of why do you use this type of speech act?”
2. Follow-up question	To direct the questioning to the strategy	“why did said it like .....?”
3. Indirect question	To confirm the teacher's intention	“how do you expect your students to act in response to your (speech act type)?”

(Adapted from Kvale (1996))

### Appendix III Observation Sheet

No	Topic	Apply	Not Apply
1.	Preparing the students using directive speech act		
2.	Use directive speech acts to control the class in the pre-teaching stage.		
3.	Use directive speech acts in core activities		
4.	Use directive speech acts in post-teaching stage		
5.	Use indirect form of directive speech act		
6.	Use direct form of speech act		
8.	Use directive speech acts that has literal meaning		
9.	Use directive speech acts that has nonliteral meaning		
10.	The students are quick to respond to the teacher's direct literal speech act		
11.	The students are quick to respond to the teacher's indirect literal speech act		
12.	The students are quick to respond to the teacher's direct nonliteral speech act		
13.	The students are quick to respond to the teacher's indirect nonliteral speech act		

## Appendix IV Sample Transcript of Teacher and Students Interaction

Location : MTS Pulokemiri

Class Observed : VIII

Date : August 5th 2023

Time : 08:15-09:30

Observer : Esi Audya Usaida

Subject : English

Teacher : English Teacher



Teacher : “Assalamu’alaikum warrahmatullahi wabarakatuh. Good morning, students”

Students : “Wa’alaikumsalam warahmatullahi wabarakatuh. Good morning, miss.”

Teacher : “How are you today?”

Students : “I’m fine and you miss?”

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

Students : (Start praying)

Teacher : “Now, i will check the attendance, ya” (Started to mention Student's name one by one)

Teacher : “Nadira?”

Student : “Yes miss”

Teacher : “How are you today?”

Student : “Saya sehat miss”

Teacher : “I’m fine, miss” coba diucapkan lagi?

Student : “I’m fine, miss”

Teacher : “Okay” (Continue taking attendance)

- Teacher : “Okay, last week kita sudah belajar tentang invitation card, kan?”  
(approach a Student) coba kamu, apa kemarin invitation card?”
- Student : (menjawab pertanyaan Teacher)
- 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.”
- Student : (Mentions some of the vocabulary Teacher refers to and says the meaning with Teacher's help.)
- Teacher : “Nah jadi totalnya ada berapa kosa kata? Apa sudah bisa dihafalkan?”
- Student : (Mentioned 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?”
- Teacher: nah sekarang, coba buka bukunya. We’re about to learn “chapter II: We Can Do It and We Will Do It”. Ya disini kita akan mempelajari.. ya apa yang bisa kita lakukan. Untuk menyatakan dalam bahasa Inggris “can do something” or “will do something”. Coba, ini apa artinya? (menunjuk kalimat “can do something” dan “will do something”)
- Student : “Bisa melakukan, miss?”
- Student : “Uhh.. akan.. akan melakukan sesuatu miss.”
- Teacher : “Iyak. Betul. “can do something” artinya bisa melakukan sesuatu lalu “will do something” artinya akan melakukan sesuatu. Nah itu dia yah. “
- 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!”
- Teacher : “Disini ada.. Benni, conversation I (sambil membaca percakapan yang ada di buku dengan suara yang lantang)” Benni, can you write your message in English?” Iyak okay coba diikuti”
- Student : (Repeat after the teacher)
- Teacher : “I don’t think i can but i will try”
- Student : (Repeat after the teacher)
- Teacher : “Yak itu tadi contoh dari percakapan I tentang.... apa tadi isi percakapannya?” (pointed to a Student who seemed to be paying less attention)
- Student : “Tentang.. contoh “do something”, miss”
- Teacher : “Yak.. tentang contoh “do something” dan will “do something””.
- Teacher : “Lalu yang di conversation II, coba diperhatikan lagi bagaimana cara mengucapkannya. Yak disini ada.. Cyndy. “Cyndy, i think you can ask me a question in English”. Okay, kamu coba”
- Student : (Follow the teacher)
- 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? Once more” (point at another student)
- Student : “I’m not sure but i will try”
- Teacher : “Nah jadi ini sudah kita baca.. bagaimana cara mengucapkannya dalam kalimat. Nah setelah ini, kalian praktikkan membaca dialognya bersama teman di samping kalian, bisa?”
- Student : “Bisa, miss”
- 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.”
- Student : “Baik, Miss”

- Teacher : (mengawasi Student yang sedang mencatat sambil menghampiri beberapa bangku mereka)
- Student : begini, miss? (menunjukkan tulisannya ke Teacher)
- Teacher : “Okay yang ini bagus. Coba lihat ini (while pointing to the conversation in the book) ini namanya Cyndy, terus ini coba siapa?”
- Student : “Edo”
- Teacher : “Iya, Cyndy sama Edo. Menuliskan percakapannya begini ya. (while demonstrating the writing of the dialog in the book on the blackboard). Nah yang ditulis yang ini, ini saja (while showing the textbook to Student), yang disini tidak usah ditulis (menunjukkan bagian lain pada buku teks). Paham?”
- Student : “Paham, miss”
- Teacher : “Yuk sudah 5 menit. Yuk coba kita peraktikkan sama-sama. Bisa? Ayo kedepan. Coba praktikkan bagaimana cara pengucapan dan praktikkan cara berdialognya.”
- Teacher : “Ayo coba kedepan. Mau coba Puput? Atau coba si Nadira ke depan? Ayuk sini cepet Nadira... Okay jadi sekarang kita coba praktikkan yah.”
- Teacher : “Oke.. you sebagai Benni dan you sebagai Edo ya. (Split the students role). We start from conversation I ya. Ayok coba dari kamu (pointed at the student) please read it.”
- Student : (Recite the dialog)
- Teacher : “Nah sekarang kamu. Ayo coba dibaca”
- Student : “(Recite the dialog)”
- Teacher : “Nah itu dia tadi materi kita in conversation I... yak coba tadi apa artinya? Masih ingat kan?”
- Student : (Translate the dialog)
- Teacher : “Okay.. thank you ya. Sekarang kalian kembali ke tempat duduk masing-masing ya. Sekarang coba yang conversation II. Coba siapa yang bisa mempraktikkannya? Ayo coba maju ke depan!”

(Two students come forward and practice the conversation.)

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”

Teacher : “Try”

Student : “Try...”

Teacher : “Coba dari awal tadi”

Student : “i’m not.. sure... but i wil try”

Teacher : “Nah iya begitu. Diingat-ingat ya cara membacanya.

Student : “Iya, miss”

Teacher : “Okay udah bagus... silahkan duduk. Jadi itu dia tadi ya.. sudah kita dipraktikkan. Nah dari contoh-contoh yang ada di conversation tadi, kira-kira apa yang bisa mereka lakukan?”

Student : “Menulis pesan dalam bahasa Inggris”

Teacher : “Iya.. bisa menulis pesan dalam bahasa Inggris. Terus di conversation II?”

Student : “Bisa ask question.”

Teacher : “Iya... can ask a question in English. Artinya dia bisa menanyakan pertanyaan dalam bahasa Ing..?”

Student : “Inggris”

Teacher : “Jadi di dalam percakapan tadi kan sudah ada contohnya. Coba sekarang... Kamu, coba sebutkan apa yang bisa kamu lakukan. Ayo coba dibuat contohnya.”

Student : (Silent)

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

Student : “Masak, miss...”

Teacher : “Iya.. bisa memasak contohnya. Jadi bahasa Inggrisnya, “I can cook”, “saya bisa memasak”

- Teacher : “Kalau kamu? Coba sebutkan apa yang orang lain tidak bisa, tapi kamu bisa.”
- Student : “I.. can swim, miss?”
- 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 diebutkan. Pakai bahasa Inggris, kalimatnya seperti yang ada di contoh ya. Itu dia exercisenya, coba kalian buat sendiri contohnya ya kalimat tentang “we can do something”.”
- Teacher : (Walked over to pay attention to Student's work)
- Student : “Gini ya, miss?”
- Teacher : (Approaching the 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?”
- Teacher : “Kamu bisanya apa? Coba dipikirkan dulu”
- Student : ‘Uhh... saya bisa menulis, miss’
- Teacher : “Iya menulis.. nah coba tulis pakai bahasa Inggris.”
- Teacher : “Sudah? Sudah selesai kan? Sudah hampir 10 menit mengerjakannya. Yuklah sini dikumpul bukunya yang udah.”
- (Students submit their book)
- Teacher : “Jadi.. ya hari ini kita sudah mempelajari..?”
- Student : “We can do somehing”
- Teacher : “Iyaa... “we can do it” and ”we will do it”. Nah dari sini miss harap kalian itu nantinya kalian bisa mengucapkan kalimatnya dalam English. Nah sampai disini ada yang ingin bertanya?”
- Teacher : “Ada? Tentang materi kita tadi.”
- Student : “Tidak ada, Miss”
- Teacher : “Oke.. jadi semuanya bisa miss anggap kalian sudah bisa yah? Nanti di rumah jangan lupa dihafalkan kosa katanya dan cara membentuk kalimatnya.”



Teacher : “Sudah? Jika sudah tidak ada pertanyaan, i think that’s enough ya for today, see you next time, wassalamu’alaukum, dan have a nice afternoon ya.”



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## Appendix V Sample Transcript of Teacher Interview

Location : MTS Pulokemiri  
Date : August 5th 2023  
Time : 10:00-10:15S  
Informant : English Teacher  
Interviewer : Esi Audya Usaida

Researcher : “Assalamu'alaikum warahmatullahi wabarakatuh”

Teacher : “Wa'alaikumsalam warahmatullahi wabarakatuh”

Researcher : “Nah jadi begini Bu, saya kan disini melakukan penelitian, judul penelitian saya itu tentang strategi tindak tutur direktif guru dalam pembelajaran bahasa Inggris. Nah jadi disini ada beberapa pertanyaan untuk Ibu mengenai bentuk tindak tutur direktif guru Apakah Ibu sudah siap? “

Teacher : “Iya sudah”

Researcher : ”Pertanyaan yang pertama, biasanya saat mengajar, untuk mengatur atau mengontrol kelas itu biasanya Ibu sering pakai kalimat berjenis perintah, permintaan, mengajak atau larangan?”

Teacher : “Ya biasanya tergantung sih situasinya gimana ya. Ya terkadang saya kalau kondisinya lagi ribut itu saya menggunakan perintah ke siswanya. Ya terus nanti kalau ada disuruh mengerjakan sesuatu agar perhatiannya siswa itu ke kita; disuruh memperhatikan juga. Ya jadi biasanya siswa tu kadang kan malas ya jadi kita harus memberi perintah itu. Karena dari pengalaman saya itu, siswa kalau perintah yang kita kasih itu tepat, mereka bisa nurut. Lebih mudah nurut mereka terus lebih gampang paham apa yang harus mereka kerjakan. Kalau siswa ini tidak paham apa yang harus dikerjakan, mereka ini biasanya

rusuh sana-sini, ganggu temannya, kan kelasnya jadi tidak kondusif. Kalau mereka paham apa yang mau dikerjakan, nah mereka mau tuh kerjain yang disuruh. Nanti mereka diam. Ya sesekali memang ada yang bising tapi kan maklum... namanya mereka juga masih ada sifat-anak-anaknya. Itu saja sih.”

Researcher : “Jadi lebih sering memberi perintah ya, bu?”

Teacher “Iya”

Researcher :”Terus biasanya untuk memberi feedback atau kembali ke siswa, Ibu lebih sering menggunakan saran atau kritik?”

Teacher :”Ya biasanya saya lebih sering memberikan saran saja. Saran, gimana supaya pembelajarannya lebih bagus lah. Biasanya untuk siswa saya lebih kasih saran juga untuk mengkoreksi mereka. Mereka kan kadang bikin kesalahan, nah dari pada kasih kritik, saya pikir lebih bagus kita kasih saran untuk mereka, kita ajarin yang benar, kita bimbing. Biasanya kalau kita kasihnya saran, kan kesannya biar kita juga lebih dekat sama murid.”

Researcher: “Terus pertanyaan yang ketiga, misalnya setelah Ibu memberi perintah atau permintaan, mengajak atau larangan Ibu, bagaimana Ibu itu mengekspektasikan atau mengharapkan siswa Ibu itu bertindak? Apakah mereka langsung bertindak sesuai ekspektasi Ibu atau ada mereka bingung atau mereka ada buat sesuatu lagi sebelum berbuat yang Ibu mau?”

Teacher : ”Jadi saya mengharap banget mereka bisa melakukan perintah saya. Jadi terkadang kan sifat-sifat siswanya disini macam-macam. Ada yang penurut, ada yang agak bandel. Jadi saya tidak bisa terlalu berharap sama mereka, mengharapkan harus melakukan perintah saya. Jadi saya pelan-pelan memberikan perintah secara halus dulu, diajak dulu mereka. Karena siswa ini macam-macam tingkahnya. Kadang kita bisa pakai cara halus.. bisa kita ajak mereka, kadang bisa kita minta mereka lebih

- tenang, minta mereka mengerjakan tugas. Tapi harus sabar juga.”
- Researcher :”Terus kalau mereka tetap tidak mau mendengarkan Ibu, itu bagaimana Ibu? “
- Teacher : “Biasanya kalau mereka tidak bisa mendengarkan, tidak bisa dimintai tolong supaya bekerja sama, itu saya lebih kontrol lagi saja. Lebih tegas. Baru kalau tidak bisa diam, terus saya perhatikan dulu. Masih tidak bisa, terus kembali saya peringatkan mereka, dikasih tahu supaya diam, supaya kondusif sampai mereka pun kadang bosan mendengar saya. Akhirnya mereka ngerti sendiri, bisa mengendalikan diri mereka untuk bisa mengikuti perintah saya.”
- Researcher : “Baik, bu. Pertanyaan selanjutnya, kan dari hasil pengamatan saya, Ibu selama dalam proses pembelajaran itu ibu lebih banyak menggunakan perintah. Alasannya apa ya bu?”
- Teacher : “Karena lebih mudah mengatur siswa itu kalau pakai perintah. Memang ada beberapa siswa kalau kita ajak mereka, mereka mau ikut aktif, berpartisipasi tapi ada beberapa siswa yang diperintah dulu mereka baru bergerak. Seperti yang saya bilang tadi. Siswa ini kan macam-macam sifatnya. Yang penurut ini, kita ajak saja mereka mau. Alasan lainnya, kalau pakai perintah ini siswa ini lebih cepat paham kalau mereka disuruh mengerjakan apa. Tidak bertele-tele gitu. Jadi karena mereka paham apa yang mau dikerjakan, mereka akhirnya mau bergabung. Kadang kalau kita minta tolong seperti “ini nak, tolong dituliskan”, “ini nak tolong dibaca”; itu kadang mereka mau tapi tidak seefektif kalau kita memakai perintah.”
- Researcher :”Baiklah Ibu, mungkin itu saja pertanyaan dari saya terkait judul penelitian saya Terima kasih sebelumnya atas waktu Ibu dan atas jawaban Ibu Terima kasih sekali lagi Ibu”
- Teacher : “Iya sama-sama.”

## Appendix VI Data Cards

(001/003/1/2/08052023)	
Data	let's pray together.
Context	Learning stage: Pr-teaching Uttered by the teacher when engaging students to pray to prepare the class
Analysis	Type: Inviting Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action.

(002/003/1/2/08052023)	
Data	"I'm fine, miss" coba diucapkan lagi?
Context	Learning stage: Pre-teaching Uttered by the teacher when engaging students to repeat the phrase in English
Analysis	Type: Request Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(003/003/1/2/08052023)	
Data	Coba kamu, apa kemarin invitation card?

Context	Learning stage: Pre-teaching Uttered by the teacher when engaging students to recall the last topic
Analysis	Type: Request Strategy : Direct Literal Factors: 1. Speaker and speech partner 2. Context of speech 3. Purpose of speech 4. Speech as a form of action

(004/001/1/2/08052023)	
Data	Kalau kosa kata tentang invitation card apa-apa saja?
Context	Learning stage: Pre-teaching Uttered by the teacher when instructing the students to mention the vocabulary discussed last week.
Analysis	Type: Command Strategy : Indirect Literal Factors: 1. Speaker and speech partner 2. Context of speech 3. Purpose of speech 4. Speech as a form of action

(005/003/1/2/08052023)	
Data	Learning stage: Pre-teaching Uttered by the teacher when engaging students to translate the word

Context	The teacher engage the students to say the tra
Analysis	Type: Inviting Strategy : Indirect Literal Factors: 1. Speaker and speech partner 2. Context of speech 3. Purpose of speech 4. Speech as a form of action

(006/005/1/2/08052023)	
Data	Jadi seharusnya setiap kosa kata yang kalian tulis itu harus dihafal
Context	Learning stage: Pre-teaching Uttered by the teacher when some students memorize the vocabularies
Analysis	Type: Advice Strategy : Direct Literal Factors: 1. Speaker and speech partner. 2. Context of speech. 3. Purpose of speech 4. Speech as a product of verbal action

(007/001/1/2/08052023)	
Data	Nah sekarang, coba buka bukunya
Context	Learning stage: Core Uttered by the teacher to started to move into the main stage, initiating the topic to be covered on that day

Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action
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(008/001/1/2/08052023)	
Data	Coba, ini apa artinya?
Context	Learning stage: Core Uttered by the teacher when instructing students to translate the word
Analysis	Type: Command Strategy: Indirect Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action

(009/001/1/2/08052023)	
Data	Kalian dengarkan dulu miss membaca percakapannya, terus nanti kalian ulangi yah
Context	Learning stage: Core Uttered by the teacher when practicing some dialog in the topic



Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action
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(010/001/1/2/08052023)	
Data	Okay repeat after me!
Context	Learning stage: Core Uttered by the teacher when practicing some dialog in the topic
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(011/003/1/2/08052023)	
Data	Okay coba diikuti
Context	Learning stage: Core Uttered by the teacher when engaging students to repeat her action to recite some dialog in the topic
Analysis	Type: Invitation Strategy: Direct Literal

	<p>Factors:</p> <ol style="list-style-type: none"> <li>1. Speaker and interlocutor</li> <li>2. Context of speech</li> <li>3. The purpose of the speech.</li> <li>4. Speech as a form of action</li> </ol>
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(012/001/1/2/08052023)	
Data	Apa tadi isi percakapannya?
Context	<p>Learning stage: Core</p> <p>Uttered by the teacher when instructing students to mention the main point of dialog in the topic</p>
Analysis	<p>Type: Command</p> <p>Strategy: Indirect Literal</p> <p>Factors:</p> <ol style="list-style-type: none"> <li>1. Speaker and interlocutor</li> <li>2. Context of speech</li> <li>3. The purpose of the speech.</li> <li>4. Speech as a form of action</li> <li>5. Speech as a product of verbal action</li> </ol>

(013/005/1/2/08052023)	
Data	Coba diperhatikan lagi bagaimana cara mengucapkannya.
Context	<p>Learning stage: Core</p> <p>Uttered by the teacher when there are some students who can't pronounce some word in the dialog</p>

Analysis	Type: Advice Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action
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(014/002/1/2/08052023)	
Data	Coba diulangi lagi? Once more
Context	Learning stage: Core Uttered by the teacher when asking a student to repeat a dialog in the topic
Analysis	Type: Request Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(015/001/1/2/08052023)	
Data	Nah setelah ini, kalian praktikkan membaca dialognya bersama teman di samping kalian, bisa?
Context	Learning stage: Core Uttered by the teacher when instructing the students practicing some dialog in the topic

Analysis	Type: Command Strategy: Indirect Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action
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(016/001/1/2/08052023)	
Data	Sebelum kalian praktikkan di depan kelas, coba dulu dibaca-baca kembali
Context	Learning stage: Core Uttered by the teacher when some of the students were talking each other. It was uttered to make them focus on the task
Analysis	Type: Command Strategy: Direct Nonliteral Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action

(017/001/1/2/08052023)	
Data	Coba lihat ini
Context	Learning stage: Core Uttered by the teacher when pointing something to the students

Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action
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(018/001/1/2/08052023)	
Data	Terus ini coba siapa?
Context	Learning stage: Core Uttered by the teacher when instructing the student to mention the character in the dialog, to check on their attention
Analysis	Type: Command Strategy: Indirect Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech.

(019/005/1/2/08052023)	
Data	Menuliskan percakapannya begini ya
Context	Learning stage: Core Uttered by the teacher when correcting some students

Analysis	Type: Advice Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech.
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(020/003/1/2/08052023)	
Data	Yuk coba kita peraktikkan sama-sama.
Context	Learning stage: Core Uttered by the teacher when engaging students to practice some dialog in the topic
Analysis	Type: Inviting Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action

(021/001/1/2/08052023)	
Data	Bisa? Ayo kedepan.
Context	Learning stage: Core Uttered by the teacher instructing the students to practice the dialog
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech

	<p>3. The purpose of the speech.</p> <p>4. Speech as a form of action</p> <p>5. Speech as a product of verbal action</p>
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(022/001/1/2/08052023)	
Data	Coba praktikkan bagaimana cara pengucapan dan praktikkan cara berdialognya.
Context	<p>Learning stage: Core</p> <p>Uttered by the teacher when some students practicing some dialog in the topic</p>
Analysis	<p>Type: Command</p> <p>Strategy: Direct Literal</p> <p>Factors:</p> <ol style="list-style-type: none"> <li>1. Speaker and interlocutor</li> <li>2. Context of speech</li> <li>3. The purpose of the speech.</li> <li>4. Speech as a form of action</li> </ol>

(023/001/1/2/08052023)	
Data	Ayo coba kedepan
Context	<p>Learning stage: Core</p> <p>Uttered by the teacher when instructing some students to practice the dialog</p>
Analysis	<p>Type: Command</p> <p>Strategy: Direct Literal</p> <p>Factors:</p> <ol style="list-style-type: none"> <li>1. Speaker and interlocutor</li> <li>2. Context of speech</li> <li>3. The purpose of the speech.</li> <li>4. Speech as a form of action</li> </ol>

	5. Speech as a product of verbal action
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(024/001/1/2/08052023)	
Data	Please read it
Context	Learning stage: Core Uttered by the teacher when instructing the students
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(025/001/1/2/08052023)	
Data	Nah sekarang kamu. Ayo coba dibaca
Context	Learning stage: Core Uttered by the teacher when instructing a student to read the dialog
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action



(026/001/1/2/08052023)	
Data	Kalian kembali ke tempat duduk masing-masing ya.
Context	Learning stage: Core Uttered by the teacher when instructing the students to back at their seat
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(027/003/1/2/08052023)	
Data	Coba siapa yang bisa mempraktikkannya? Ayo coba maju ke depan!
Context	Learning stage: Core Uttered by the teacher when engaging the sthe students to practice the dialog
Analysis	Type: Inviting Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(028/005/1/2/08052023)	
Data	Seharusnya membacanya itu begini
Context	Learning stage: Core Uttered by the teacher when giving correction to a student
Analysis	Type: Advice Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech.

(029/002/1/2/08052023)	
Data	Coba diulangi?
Context	Learning stage: Core Uttered by the teacher when asking student to repeat the word, to correct the student's pronunciation
Analysis	Type: Request Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action

(030/001/1/2/08052023)	
Data	Coba dari awal tadi
Context	Learning stage: Core Uttered by the teacher when instructin student to

	repeat the phrase
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(031/001/1/2/08052023)	
Data	Okay udah bagus... silahkan duduk
Context	Learning stage: Core Uttered by the teacher when instructing the students to back at their seat
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action

(032/001/1/2/08052023)	
Data	Kamu, coba sebutkan apa yang bisa kamu lakukan. Ayo coba dibuat contohnya.
Context	Learning stage: Core Uttered by the teacher when instructing the student to make an example related to the topic

Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action
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(033/001/1/2/08052023)	
Data	Coba sebutkan dalam kehidupan sehari-hari itu apa contohnya?
Context	Learning stage: Core Uttered by the teacher when instructing the student to make an example related to the topic
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action

(034/001/1/2/08052023)	
Data	Coba sebutkan apa yang orang lain tidak bisa, tapi kamu bisa.
Context	Learning stage: Core Uttered by the teacher when instructing the student to make an example related to the topic

Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action 5. Speech as a product of verbal action
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(035/001/1/2/08052023)	
Data	Nah sekarang coba kalian tuliskan at least, paling sedikit 5 contoh lain yang belum ada diebutkan
Context	Learning stage: Post-teaching Uttered by the teacher when instructing the students to make examples related to the topic
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action

(036/005/1/2/08052023)	
Data	Ini bagusnya kamu tulis begini, kalau yg ini.. dibeginikan
Context	Learning stage: Post-teaching Uttered by the teacher when correcting a student

Analysis	Type: Advice Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech. 4. Speech as a form of action
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(037/001/1/2/08052023)	
Data	Coba dipikirkan dulu
Context	Learning stage: Post-teaching Uttered by the teacher when instructing the student to contemplate
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech.

(038/001/1/2/08052023)	
Data	Coba tulis pakai bahasa Inggris.
Context	Learning stage: Post-teaching Uttered by the teacher when instructing the student to try use English
Analysis	Type: Command Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech

	3. The purpose of the speech.
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(039/005/1/2/08052023)	
Data	Nanti di rumah jangan lupa dihafalkan kosa katanya dan cara membentuk kalimatnya.
Context	Learning stage: Post-teaching Uttered by the teacher so that the students will learn the topic at home and memorize some vocabularies
Analysis	Type: Advice Strategy: Direct Literal Factors: 1. Speaker and interlocutor 2. Context of speech 3. The purpose of the speech.

## Appendix VII Documentation

### Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA  
MEDAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp.  
(061) 6615683-6622925 Fax. 6615683

Nomor : B-6867/ITK.IV.5/ITK.V.3/PP.00.9/05/2023

25 Mei 2023

Lampiran : -

Hal : Izin Riset

#### Yth. Bapak/Ibu Kepala Permohonan izin penelitian

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Esti Audya Usaida  
NIM : 0304192043  
Tempat/Tanggal Lahir : Kutacane, 04 September 2001  
Program Studi : Tadris Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Batumbulan Asli Kecamatan Babussalam

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Jl. Kutacane-Blangkejeren No. 88, Pulokemiri Kutacane, Kec. Babussalam, Kab. Aceh Tenggara Prov. Aceh., guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

#### ***Strategy of Teacher Directive Speech Act in English Learning Interaction at MTS Pulokemiri***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 25 Mei 2023

a.n. DEKAN  
Ketua Program Studi Pendidikan Bahasa Inggris



*Digitally Signed*

**Yani Lubis, M.Hum**  
NIP. 197006062000031006

#### Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Info : Silahkan scan QR Code diatas dan klik link yang muncul, untuk mengetahui keaslian surat



## Letter of reply from MTS Pulokemiri

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH TENGGARA**  
**MADRASAH TSANAWIYAH SWASTA PULOKEMIRI**  
Jalan Kutacane – Bangkejeren No : 88 Pulokemiri Kutacane Kecamatan Babussalam Kabupaten Aceh Tenggara. Kode Pos : 24651

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**SURAT KETERANGAN**  
Nomor : B-040 / 01.10.05 / PP.00.5 / 08 / 2023

Yang bertanda tangan dibawah ini :

Nama : Muhammad Arsyad, S. Ag  
NIP : 197207071999051001  
Jabatan : Kepala MTS Pulokemiri

Dengan ini menerangkan bahwa Mahasiswa atas nama :

Nama : Esi Audya Usaida  
NIM : 0304192043  
Program Studi : Tadris Bahasa Inggris  
Semester : VIII (delapan)

Adalah benar telah mengadakan Penelitian/Riset di Madrasah Tsanawiyah Swasta (MTN) Pulokemiri, Kecamatan Babussalam, Kabupaten Aceh Tenggara dalam rangka Penyusunan Skripsi (Karya Ilmiah) dengan judul : “ **Strategy of Teacher Directive Speech Act in English Learning Interaction at MTS Pulokemiri** ”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Kutacane, 05 Agustus 2023  
Kepala MTS Pulokemiri  
  
**MUHAMMAD ARSYAD, S. Ag**  
NIP : 197207071999051001

  
**UNIVERSITAS ISLAM NEGERI**  
**SUMATERA UTARA MEDAN**

Some Documentation During the Research



The instruction from the Principal  
of MTS Pulokemiri



Teaching activities



Teaching activities



Photo with Principal and  
Teachers

## CURRICULUM VITAE



### A. Identity

01. Name : Esi Audya Usaida  
02. Nim/ Study Program : 0304192043/ Dep. of English Education  
03. Place and Date of Birth : Kutacane, September 4<sup>th</sup> 2001  
04. Email/Phone Number : esiau49@gmail.com  
:085761090862  
05. Address : Batumbulan Asli, Kec. Babussalam

### B. Education

06. MIN Terutung Pedi Graduated in 2013 in Kutacane  
07. SMP Negeri Perisai Graduated in 2016 in Kutacane  
08. SMA Negeri 1 Kutacane Graduated in 2019 in Kutacane  
09. State Islamic University of North Sumatra

### C. Experience

10. Member of English Education Club 2022-2023