TEACHERS' DIRECTIVE SPEECH ACTS IN EFL CLASSROOM INTERACTIONS

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ABSTRACT

This study aims to observe the implementation of directive speech acts by English teachers in teaching and learning activities in MAN 2 Model Medan. The objectives of this study are to analyze the types of directive speech acts, the way directive speech acts are used by teachers, and the reasons teachers perform directive speech acts in EFL (English as a Foreign Language) classroom interactions. The research methodology was descriptive qualitative. The data were collected by observation and interview. The data in this study are sentences spoken by the teacher that contain directive speech acts. The data sources are two teachers who teach English subjects in X IPA 4 and XI IPA 5 classes. The researcher found three results from this study, they are 1) Teachers use three types of directive speech acts: command (48 utterances), request (7 utterances), and suggestion (10 utterances). *Command* is the most frequent of all the types of directive speech acts performed by teachers in EFL classroom interactions since teachers always use this type to attract students' attention and convey their instructions during the teaching-learning process; 2) In performing directive speech acts, teachers use two ways: direct (51 times) and indirect (14 times). *Direct directive speech acts* are the most frequent of all the ways of directive speech acts used by teachers in EFL classroom interactions since teacher often used utterances that had no implicit meaning and immediately understood and responded to by students; 3) The reasons teachers perform directive speech acts in EFL classroom interactions are because there are many functions in using directive speech acts. *Commands* were to attract students' attention (Attention-getter), to test students' knowledge or understanding (Elicitation), and to ask students to do something (Instruction). *Requests* were to attract students' attention (Attention-getter), to test students' knowledge (Elicitation), and to make students do what the teacher instructs (Instruction). Then, *Suggestions* were to suggest and to advise students on what should do (Suggestion/Advice).

Keywords: *Directive Speech Acts, Teaching and Learning Activity, EFL Classroom*

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I. INTRODUCTION

Communication allows people to socialize with each other. Fortner (2007:18) states that communication is a dynamic, symbolic process by which people in dialogue construct the meanings and share the emotion through which they understand, value, and live in society and by which both behave and justify their behavior. It means that communication is a process of delivering a message that the speaker constructs the meaning of language through their comprehension of the use of language in certain situations and contexts. In addition, Miller (2007:4) states that communication is the exchange of information through speaking, signaling, or writing. From the definition, communication is the exchange of messages from speaker to listener. The speaker will deliver a message to which the listener will give respond based on their comprehension. In communicating, people use language as a tool.

Communication takes place in the classroom as well as in everyday life. During the teaching and learning process, the teacher makes utterances naturally. It is impossible to deny that a teacher does some communication activities, such as explaining information, asking and answering questions, explaining, and providing guidance or instruction. Celce-Murcia and Olshtain (2000, p. 27) reveal that the language used in the classroom has an impact on students' learning process and progress. Therefore, the language used by teachers in the classroom is critical, as it has an impact on students' learning process.

Furthermore, the teacher's communicative activities include a group of acts known as *speech acts*, which serve a variety of functions. Speech acts deal with the utterance to perform a specific action. In basic terms, speech acts are typically described as language in action (Kreidler, 1998). The usage of speech acts is related to teachers' role because when teachers instruct students, they are fulfilling their role as class leaders. Besides being a leader, teachers have other roles in the class, including being "Authority figure, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent" (Brown, 2001: 200). To fulfill those roles, the teacher would almost certainly utilize directive speech acts, a speech act that acts to persuade the listener to do (or not do) something.

Directive speech acts are speech acts that ask someone to do something. It indicates that the listener will respond in response to every speaker's statement in order to reach the speaker's goals. It is crucial for the teacher to use it in class. Because the teacher is the one responsible for the classroom, the teacher usually has the power to direct the activities. The use of directive speech acts by the teachers reveals their authority. Having knowledge about the directive speech act, the teacher can easily control the students' behavior in the classroom, know how to respond to inappropriate behavior, and encourage the students to actively participate in the learning process.

Since directive speech act is importantly used in the teaching and learning process. The researcher wanted to analyze the directive speech act used by teachers in EFL classroom interactions. The researcher conducted pre-research on classroom interaction in X IPB 1, MAN 2 Model Medan. The data are taken from classroom interaction through telegram. Because the school uses the 2013 curriculum, in which there are three stages of teaching and learning activities: opening, core, and closing activities. The researcher analyzed the data by categorizing them into these three stages. To analyze the preliminary data, the researcher uses Kreidler's (1998) theory. Based on theory, there are three types of directive speech acts:

command, request, and suggestion. Based on the preliminary data, it was found that there are command, request, and suggestion in the opening activity. In the core activity, the researcher found command and suggestion. Then, in the closing activity found command.

From the preliminary data result, the researcher found different types used by teachers at each stage of teaching and learning activity. Then, directive speech acts can be uttered in different ways. They can be in the form of declarative sentence, interrogative sentence, or imperative sentence. If they aren't being uttered related to these modes of sentences, it means they are uttered in indirect speech act and have implied meaning. Therefore, the researcher is interested in conducting more depth research on directive speech acts to find the implementation of directive speech acts and the reasons teachers use directive speech acts in classroom interactions. So, the researcher will find the actual reason and influence of teachers using directive speech acts on students during teaching and learning activities.

Based on different findings, there is a need for additional studies on directive speech acts used by teachers to find the types, the ways, and the reasons why directive speech acts performed by teachers in EFL classroom interactions.

II. LITERATURE REVIEW

1. Pragmatics

Yule (1996: 3) states that Pragmatics is the study of the speaker's aim. Pragmatics is the study of how a speaker conveys meaning and how the listener interprets it. Meanwhile, Leech (1993: 8) defines pragmatics as the study of meaning in connection to speech contexts. Leech (1993: 8) claims that pragmatics is the study of meaning in contexts that involve the addressee, context, purpose, illocutionary acts, speech, time, and location. Mey (1993: 42) defines pragmatics as the study of language usage that is influenced by the social situation. Pragmatics is the study of how the circumstances of human language usage are influenced by the social context.

It can be concluded that pragmatics is the study of utterance meaning. It is more concerned with the meaning of the speaker's utterances than with the meaning of words or sentences. Furthermore, pragmatics is closely related to language and context. So, pragmatics studies the speaker's aim as well as the meaning associated with the context. It indicates that pragmatics is very important in communication since humans require language and context to communicate. Levison (1983: 27) states that pragmatics includes the study of *deixis, implicature, presupposition, speech acts, and aspects of discourse structure*.

2. Speech Acts

a. The Definitions of Speech Acts

Austin (1962) states that the speech act is an act that appears when uttering something. In other words, speech acts are actions that are carried out through utterances (Yule, 1996: 48; Cutting, 2002: 16). Therefore, Leech (1993: 19) states that the speech act analyzes five parts of the situation: speaker and hearer, speech context, speech purpose, speech act as an action or activity, and an act of verbal utterances as products. Adolphs (2008:23) states that in speech acts theory, utterances in language use produce certain actions and these utterances can be understood by referring to the contexts. From some of the definitions, it can be concluded that

speech acts are utterances that contain actions in communication by considering the situational aspects of the speaker.

b. The Classification of Speech Acts

There are three classifications of speech acts: locutionary, illocutionary, and perlocutionary (Yule, 1996: 48; Cutting, 2002: 16).

1) Locutionary acts

Locutionary acts are speech acts involving words, phrases, and sentences that are based on the meaning of the words, phrases, and sentences. The phrase "the act of saying something" can be used to describe locutionary acts. The meaning of utterances in locutionary acts is not intended to affect the hearer. So, the objective of locution acts is to provide information to the listener (Rahardi, 2009: 17).

2) Illocutionary acts

Illocutionary acts, as stated by Rahardi (2009: 17), are acts of doing something with a particular goal and function in truth speech acts. The word "act of doing something" can be used to describe illocutionary acts. In addition, Nadar (2009: 14) states that an act that can be gained by speakers when saying something is illocutionary act.

Therefore, Wijana (1996: 18) states that the functions of illocutionary acts are to say or deliver information, it can also be performed to do something. To conclude, illocutionary acts have a variety of purposes, including providing information as well as implying action.

3) Perlocutionary acts

Perlocutionary act is a kind of speech acts called the act of affecting someone (Wijana,1996:19). In addition, perlocutionary acts are actions that foster the speaker's influence on the listener. Then, Rahardi (2009:17) also stated that perlocutionary acts can be called with the phrase, the act of affecting someone. There is an influence effect in perlocutionary because the speaker tries to persuade the listeners to do what the speaker wants.

3. Direct and Indirect Speech Acts

In delivering speech acts, there were two ways as stated by Wijana (1996):

a. Direct speech acts

Formally, based on the mode, sentences are divided into declarative sentences, interrogative sentences, and imperative sentences. Conventionally, declarative sentences are used to tell something (inform), interrogative sentences to ask something, and imperative sentences to command/order, invite, and request.

When declarative sentences are used conventionally to state something, interrogative sentences to ask questions, and imperative sentences to order, invite, request, etc., the speech acts formed are *direct speech acts*. For example:

> a. Sidin has five cats (declarative)
> b. Where is the island of Bali? (interrogative)
> c. Get me my clothes! (imperative)

Sentence (a) is expressed to state the number of cats owned by Sidan, using a declarative sentence. Sentence (b) is used to ask questions about the location of the island of Bali, using interrogative sentences. Sentence (c) is used to tell someone to get something, using a command sentence. In conclusion direct speech acts are speech acts that are expressed when

the sentence mode is used according to its function. So, the meaning of the sentence is the same as what is said, with no other meaning.

b. Indirect Speech Acts

In addition, to speak politely, the command can be expressed with a statement sentence or a question sentence so that the person being ordered doesn't feel that he is being ordered. When this happens, an *indirect speech act* is formed. Like the following example:

      a. There's food in the refrigerator (declarative form)

      b. Where's the broom? (interrogative form)

Sentence (a), when spoken to a friend who needs food, is intended to command the friend to take the food in the refrigerator, not just to inform him that there is food in the refrigerator. Similarly, sentence (b) when uttered by a mother to a child, doesn't only function to ask where the broom is, but also indirectly orders the child to take the broom.

It can be concluded that indirect speech acts are speech acts that are uttered when the use of the mode of the sentence is not following its function, so it has a different meaning. Therefore, to know the meaning of the speaker, the listener must understand the context of the situation.

4. Illocutionary Acts

Illocutionary act is the minimal units of human communication or a part of speech acts (Searle and Vanderveken, 1985). Illocutionary acts are the type of speech act in which the speaker states or informs the listener of something, and they are used to establish a course of action. As a result, the hearer comprehends the speaker's meaning and acts accordingly.

Searle and Vanderveken (1985) categorized illocutionary acts into *assertive, directive, expressive, commissive, and declarative.*

5. Directive Speech Act

Charles W.Kreidler (1998) states that directive utterances are those in which the speaker tries to get the addressee to perform some act or refrain from performing an act. Charles W.Kreidler (1998) classifies directive speech act into three types:

a. Command

Kreidler (1998:190) states that command is effective only if the speaker has some degree of control over the actions of the addressee. A command is a form of directive utterance that is spoken by someone with the intention of getting the listener to do what the speaker wants. For example:

      1a) I (hereby) order you to appear in court next Monday at 10 a.m.

      1b) Don't waste your time on that.

Commands can be produced with varying degrees of explicitness. Utterance "1a)" is more explicit than "1b), but "1b" utterances are less formal.

b. Request

Kreidler (1998) states that a request is an expression of what the speaker wants the addressee to do or refrain from doing. A request doesn't assume the speaker's control over the person addressed. For example:

1) I appeal to you to help as much as you can.
2) We beg you to stay out of the way.
3) The receptionist asked the people in the waiting room not to smoke there.

c. Suggestions

Kreidler (1998) states that suggestions are utterances we make to other persons to give our opinions as to what they should or shouldn't do. For example:

1) I advise you to be prompt
2) I warn you not to be late.
3) We suggest you (should) pay more attention to what you're doing.

6. The Functions of Directive Speech Acts

Based on Amalsaleh et al. (2004), the implementation of directive speech acts has 8 functions. They are elicitation, instruction, attention-getter, suggestion, tactfulness, advice, condition, and threat.

1) Elicitation

Elicitation refers to utterances that tend to make the students provide the required information (Amalsaleh et al., 2004). The function of directive speech acts as elicitation is to test students' understanding or knowledge.

2) Instruction

Instruction refers to utterances that are issued to get the addressee to perform an action. If the function of directive speech acts as elicitation is to make the hearer provides information, in instruction the hearer takes action of what the speaker said.

3) Attention-getter

Attention-getter refers to the utterances used to attract students' attention.

4) Suggestion

Suggestion is to put something forward as an idea. Suggestion refers to an idea, plan, etc. that is suggested or recommended (Hornby&Crowther,1995:1195).

5) Tactfulness

Tactfulness refers to the ability to avoid offending others or to make a positive impression by saying or doing the right thing.

6) Advice

Advice is expressing opinion about what somebody else should do or how they should behave.

7) Conditional

Conditional is a function of expressing thoughts about the dependence of one thing on another.

8) Threat

A threat is an expression of one's intention to punish.

7. Context

Nunan (1993:7) states that "Context refers to the situation giving rise to the discourse and within which the discourse is embedded". Context is simply described as the circumstance or situation that influences communication. While Mulyana (2005: 21) states that the context is the situation or the occurrence from the background of communication. The context plays an essential role in communication because if the conversation is run based on the context, the communication will run smoothly and be easily understood by the listeners.

Holmes (2001: 8) argues that a conversation occurs as a result of the interaction of social factors. These social factors are frequently abbreviated as 5W. (Who, Whom, Where, What, and Why).

a. The participants (Who or Whom)
b. The setting or social context (Where)
c. The topic (What)
d. The function (Why)

In conclusion, when it comes to interpreting language meaning, context is very crucial. In interpreting utterances, we have to know who the participants are, what the topic is, when the utterance was produced, and what utterance was produced by the speaker. This will make it easier to comprehend the speaker's meaning. The meaning of the speech will be ambiguous if the context is not stated.

8. EFL Classroom

The English language has been taught and learned as a foreign language in Indonesia. This means that rather than daily communication, English is mostly taught and learned in the classroom. As stated by Stockwell (2013), an EFL classroom is in a country where English is not the primary language. Since the beginning of foreign language education, which demands teachers to develop interactive conversations, interaction in EFL classrooms has become a crucial element in Indonesia. Furthermore, Rustandi and Mubarok (2017) state that interaction helps teachers transfer a new language to students. It also allows students to develop their language skills by interacting with the teacher or other students. In conclusion, interaction in the EFL classroom is a valuable way to build a relationship between the teacher as a source of knowledge and the students as receivers of knowledge processing.

9. Learning Activity in 2013 Curriculum

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 65, 2013, on the standard of basic and intermediate education processes, the implementation of learning involves the opening, core, and closing activities stated in the lesson plan.

a) Opening Activity

An opening activity is the first activity in a learning meeting that is meant to stimulate students and concentrate their attention on the learning process so that they may participate actively. The teacher asks questions that connect prior knowledge to the topic being studied, then outlines the basic competencies or learning goals to be fulfilled, as well as the material content and activity description, all of which are based on the syllabus.

b) Core Activity

This stage is the stage where the teacher carries out his duties in distributing knowledge with the aim that learning objectives can be achieved. This core activity includes the delivering lesson, discussing standard materials to shape student competence and character, exchanging opinions and experiences in discussing the material, and solving problems together by discussing. Core activity includes five basic learning experiences that students must experience, namely observing, asking, experimenting, associating, and communicating (Majid et.al, 2014: 4-5).

c) Closing Activity

Closing activity is an activity which conducts before the teacher ends lesson on that day. During closing activity, teacher and students evaluate the entire series of learning activities. Then, teacher provides feedback on students' work. Furthermore, teacher gives homework and informs the material for the next meeting to remind students to prepare well.

III. RESEARCH METHODOLOGY

This study was applied by using descriptive qualitative method. Bogdan and Biklen (2006) state that descriptive qualitative research produces descriptive data in form of speech and the behavior of those being observed. The data of this research were the utterances spoken by the teachers that contain directive speech acts during classroom activities in X IPA 4 and XI IPA 5 class at MAN 2 Model Medan and interview transcripts. The sources of data in this research were two teachers who teach English in X IPA 4 and XI IPA 5 classes. The researcher observed sentences spoken by the teachers in classroom activities

The data of this study were collected by using observation and interview. The researcher was doing observations two times. The first observation was carried out on January 11th, 2022 in class X IPA 4 with teacher A. While the second observation was carried out on January 12th, 2022 in class XI IPA 5 with teacher B. Then researcher was conducting the interview with two English teachers at MAN 2 Model Medan on January 21st, 2022 to discover the reasons of why teachers use directive speech acts in EFL classroom interactions. The technique of analyzing data use Miles and Huberman analysis model. The analysis consist of three steps, they are data condensation, data display, and drawing conclusion.

IV. FINDINGS AND DISCUSSION
A. Findings
1. The Types of Directive Speech Acts Performed by Teachers in EFL Classroom Interactions

In analyzing the types of directive speech acts performed by teachers in EFL classroom interaction, the researcher uses Kreidler's (1998) theory.

a) The Types of Directive Speech Acts Performed by Teacher A in EFL Classroom Interaction

The researcher found 34 directive speech acts performed by *teacher A* from observation on 11th January 2022 in X IPA 4 class. From the data, researcher found that teacher A performed three types of directive speech acts: *command, request, suggestion*.

1) Opening Activity

Teacher opened the class by greeting and asking students' condition. Before starting the lesson, the teacher invites students to talk casually so that students are more relaxed in learning. While talking with students, the teacher also gave some advice to students. This is intended to lighten the situation and attract students' focus before entering the material.

In the opening activity, researcher found two types: *command and suggestion*. Here is the explanation:

1a) Command

The kind of speech used by someone who directs another person to do what the speaker wishes is known as command. In opening activity, researcher found a command utterance.

T: *Udah nak sekarang, take your English book catatan dengan latihannya. Simpan itu yang tidak berkepentingan pada pelajaran. Hp kamu, yang kedapatan main hp, mam sidak, tahun kuda atau tahun keledai baru dipulangkan. Kapan tahun kuda atau keledai, atau kita sendiri yang menciptakannya. Bisa kamu menciptakan tahun nak.*

(Okay now, take your English book, the note and exercise. Get rid of anything that is not used for studying. Your cellphone, which was caught playing cellphone, mam will confiscate, the year of the horse or the year of the donkey was just returned. When is the year of the horse or the donkey, or we create it ourselves. Can you create the year?)

Ss: *(diam saja)*

(silence)

The context of utterances above happened in opening activity, when the teacher wants to prepare students before they start lesson. On the dialogue above, teacher *said "Okay now, take your English book, the note and exercise. Get rid of anything that is not used for studying",* teacher ask students to get ready to start lesson by take their book and keep other things away. This utterance is command since the purpose was asking students to do what teacher said (take their English book).

1b) Suggestion

Suggestions are statements we make to other people to tell them what they should or shouldn't do. From opening activity, researcher found 6 suggestion utterances. The example of suggestion can be seen below:

T: *Ok, karena pertemuan kita pertama ini ya. Itu lagi kalo kamu ada love sama kawan kelasmu itu kamu putuskan. Kenapa? Karena kita gk bebas nak, nanti asik mainin jilbab aja kerja kamu.*

(Ok, because this is our first meeting. That's again, if you have love with your classmate, end it. Why? Because you're not free, you'll be busy playing with your hijab later on)

S: *Bisa mam*

(I can mam)

The utterances happened in the opening activity when teacher wants lighten the situation and attract students' attention by bring students into small interactions with advice indeed. In the dialogue above, teacher said with *"That's again, if you have love with your classmate, end it. Why? Because you're not free, you'll be busy playing with your hijab later on",* teacher gave suggestion to students about bad impact from love relationship. That utterances classified as suggestion because contains opinion about what shouldn't do.

2) Core Activity

In this stage, teacher was delivering the lesson. The topic is about Past Actions. Teacher explained the materials to students and gave task to students. After students finish the task, they collected it and get the score. Then, teacher encourage students to discuss the materials together. In the core activity, researcher found three types of directive speech acts: *command and suggestion.*

2a)   Command

In core activity, researcher found 22 command utterances. The example of command can be seen below:

T :   *Ok nak. Semuanya ambil buku pelajarannya, buka page 93 about Past Actions.*
            (Okay, everyone take your textbooks, go to page 93 about Past Actions)
Ss: *(Membuka buku)*
            (open the book)

The context of this utterance happened in core activity, when the teacher started lesson and explained the material. On the dialogue above, teacher *said "Okay, everyone take your textbooks, go to page 93 about Past Actions",* teacher want students to open page 93. That utterances classified as command since the purpose was asking students to do what teacher's want (take their textbooks).

2b)   Suggestion

In core activity, researcher found 2 suggestion utterances. The example of suggestion can be seen below:

T: *No. 3 buatlah contohnya, kita kan kalo udh SMA itu harus banyak menulis, jangan asal udah siap udah, diterangkan.*
    (No. 3 make an example, we have to write a lot when we are in high school, don't just write short answers, explain again)
Ss: *(Yang lainnya mulai mengumpulkan juga)*
    (The others started to collect too)

The utterances happened in core activity when teacher checked the students' exercise. Some of students have been collect their task, others are not yet. In the dialogue above, teacher said with *"No. 3 make an example, we have to write a lot when we are in high school, don't just write short answers, explain again",* teacher indirectly suggest students to make long explanation with example to strengthen it. That utterances classified as suggestion because contains opinion about what should do.

3)   Closing Activity

In the closing activity, teacher gives homework to students, then close the meeting by saying greeting. The researcher found 2 types: *command and request*, performed by teacher A in closing activity.

3a)   Command

In closing activity, researcher found a command utterance. The example of command can be seen below:

T: *Ini diambil lagi bukunya (memberikan buku tulis yang tadi dikumpul).*
    (Take your book again. (the teacher gives the notebook that was collected)).
Ss: *(Mengambil buku)*
    (Take the book)

The context of this utterance happened in closing activity, when the teacher started to end the lesson because the time is up. On the dialogue above, teacher *said "Take your book again. (the teacher gives the notebook that was collected)",* after the bell ring teacher ask students to take again their exercise book which has been scored. That utterance classified

as command since the purpose was asking students to do what teacher's want (take back their books).

3b) Request

Request is a type of directive speech act that is spoken to request or it can also be said as an order, but the language is more refined. In closing activity, researcher found 2 request utterances. The example of request can be seen below:

T: *Ok karna udah habis waktunya.* **Jadi PR kalian task 14 itu jawab sampai nomor 10. Minggu depan dikumpul ya. Semuanya harus mengerjakan pr mu.**

(Ok because the time is up. So, your homework on task 14 is answered up to number 10. Next week, you can collected it. Everyone has to do your homework)

Ss: *Siap mam.*

(Alright mam)

From the utterances above, teacher said *"So, your homework on task 14 is answered up to number 10. Next week, you can collect it"*, the teacher request to students to collect their homework next week. The context happened in closing activity when the class time is up. Because it serves the purpose of requesting someone to do something, this utterance is classified as a request.

From the explanations above, researcher show the analysis results of the types of directive speech acts performed by *teacher A* in table 4.1

Table 4.1

The Types of Directive Speech Acts Performed by Teacher A

No	Activities	Types of Directive Speech Acts	Frequency
1	Opening	Command	1
		Suggestion	6
2	Core	Command	22
		Suggestion	2
3	Closing	Command	1
		Request	2
Total Command			**24**
Total Request			**2**
Total Suggestion			**8**
Total			**34**

Table 4.1 presents that the teacher performed three types of directive speech acts in her classroom interaction. The data in the table categorized into three activities: opening activity, core activity, and closing activity. In the opening activity found command (1 utterance) and suggestion (6 utterances). In the core activity found command (22 utterances) and suggestion (2 utterances). In the closing activity found command (1 utterance) and request (2 utterances).

The total of command is 24 utterances. The total of request is 2 utterances. The total of suggestion is 8 utterances. The most dominant types of directive speech acts used by teacher A is command with 24 utterances out of 34 utterances. Teacher A used commands to attract students' attention to focus on the material and be active in the discussion.

Therefore, students can understand the material taught by the teacher. So, in teaching and learning activity, teacher A used more commands than other types.

b) The Types of Directive Speech Acts Performed by Teacher B in EFL Classroom Interaction

The researcher found 32 directive speech acts performed by teacher B from observation on 12th January 2022 in XI IPA 5 class. Afterward, researcher found that teacher B used three types of directive speech acts: *command, request, suggestion*. These types of directive speech acts performed by teacher B explained as follow:

1) Opening activity

Teacher was opening the class by greeting, then asking who didn't come in that day. Students were being psychologically and physically prepared by their teacher. The teacher was commanding students to open the English book and asking students about topics in this semester that they will learnt. In the opening activity, researcher found two types: *command and request*.

1a) Command

In opening activity, researcher found 2 command utterances. The example of command can be seen below:

T : Okay everyone, let's start our lesson by say basmallah.

Ss : Bismillahirrahmanirrahim.

The context of this dialogue happened in opening activity, when the teacher wants to prepare students psychologically before they start lesson. On the dialogue above, teacher B said *"Okay everyone, let's start our lesson by say basmallah",* teacher ask students to say basmallah. That utterance classified as command since the purpose was asking students to do what teacher's want.

1b) Request

Request is a type of directive speech act that is spoken to request or it can also be said as an order, but the language is more refined. In opening activity, researcher found 2 request utterances. The example of request can be seen in the following utterance:

T : Would you like to mention again the topic in this semester?.

Ss : Personal letter

From the utterances above, teacher said *"Would you like to mention again the topic in this semester*?", the teacher request students to mentions about the topics. The context happened in opening activity when teacher wants students to remember again about all topics in this semester before they were going to start about material. Because it serves the purpose of requesting someone to do something, this utterance is characterized as a request.

2) Core activity

In this stage, teacher delivered the lesson. The topic is about Personal letter. Teacher asked students to read the text in their textbooks one by one. After every student finish the reading, teacher explain about it. Teacher also encourages students to be active by asking questions to them. In the core activity, researcher found three types: *command and request*.

2a) Command

In core activity, researcher found 21 command utterances. The example of command can be seen below:

T: Ya, sebelah kiri. Below the writer name. Jadi "168 Trent avenue" ini nama alamatnya ya. "Newark NJ" ini nama kotanya dan kode pos nya "07101". So, look at "March 17, 2017" What is it?.

(Yes, on the left. Below the writer's name. So "168 Trent avenue" is the address. "Newark NJ" is the name of the city and the postal code is "07101". So, look at "March 17, 2017" What is it?)

Ss: Tanggal dibuat suratnya mam.

(The date the letter was written, mam)

The context of this utterance happened in core activity, when teacher explained the material about the part in personal letter. On the dialogue above, teacher *said "So, look at March 17, 2017",* teacher ask student look at that word in the text. The purpose is to keep students' focus in teacher explanation. That utterance followed by *"what is it?"*, teacher wants students answer and become active in discussion. That utterance classified as command since the purpose was asking students to do what teacher's want.

2b)   Request

In core activity, researcher found 3 request utterances. The example of request can be seen below:

T : Can you mention some punctuations in our language and other language?

Ss : *Titik, koma, tanda seru, tanda tanya, tanda petik*

(Period, comma, exclamation mark, question mark, quotation mark)

From the utterances above, teacher said *"Can you mention some punctuations in our language and other language?",* the teacher request students to mentions punctuations. The context happened in core activity when teacher explains about how to write personal letter. Teacher wants students be more involved, so teacher ask students to give the answer. The utterance realized in interrogative sentence by using "can" in the front, so the language is more refined. Because it serves the purpose of requesting someone to do something, this utterance is classified as a request.

3) Closing activity

In the closing activity, teacher gives suggestion and homework to students. Then, teacher close the meeting by saying greeting. The researcher found three types: *command and suggestion,* performed by teacher B in closing activity.

3a)   Command

In closing activity, researcher found a command utterance. The example of command can be seen below:

T: Ok baiklah. Jadi tugasnya, make a personal letter and give it to your friends. Tengok daftar hadir. Nomor 19 ngasih surat ke nomor 20. Nomor 20 ngasih surat ke nomor 21. Nomor 36 ngasih surat ke nomor 19.

(Ok, alright. So the task is to make a personal letter and give it to your friends. Look at the attendance list. Number 19 gave a letter to number 20. Number 20 gave a letter to number 21. Number 36 gave a letter to number 19)

S: Mam saya belum ngerti

(Mam, I still don't understand)

The context of this utterance happened in closing activity, when teacher gave homework to students. Teacher explained about the homework which will be collected in the next meet. On the dialogue above, teacher *said "Ok baiklah. Jadi tugasnya, make a personal letter and give it to your friends",* teacher ask students to make personal letter. That utterance classified as command since the purpose was asking students to do what teacher's want.

3b)   Suggestion

In closing activity, researcher found 2 suggestion utterances. The example of suggestion can be seen below:

T: For suggestion aja, jadi kalau kalian punya planning to be English teacher to make English book. English book nya itu like our culture. Someday kita buatlah kaya orang luar negeri yakan, karna kan bahasa mereka. Kaya cerita-cerita, misalnya buat tentang perayaan tahun baru, perayaan maulid maybe. Kalau recount text, kita bisa cerita tentang kisah Nabi Muhammad SAW. Jadi kita gk capek pusing mikirinnya, kita bisa belajar agama. We can also get many vocabularies. Jadi jangan takut miskin ya, kalau gk ke sekolah-sekolah SMA, ke pesantren juga banyak. Ada kan kadang yang ngejar pegawai negeri ya, jadi ini, jadi itu.

(Just for suggestions, so if you have a plan to be an English teacher, make an English book. The English book contains our culture. Someday we'll make it like a foreigner, right, because it's their language. Like stories, for example, about New Year's celebrations, birthday celebrations maybe. For recount text, we can tell the story of the Prophet Muhammad SAW. So we don't get tired of thinking about it, we can learn religion. We can also get many vocabularies. So don't be afraid of being poor, if you don't go to high school, there are also many Islamic boarding school. There are people who sometimes chase civil servants, they want to be this, be that).

The utterances happened in closing activity when the class finish discuss about material. Teacher start talking about future and give advice to students. In the dialogue above, teacher said *"Just for suggestions, so if you have a plan to be an English teacher, make an English book. The English book contains our culture……..",* teacher directly suggest students who wants become English teacher to make new English book. That utterances classified as suggestion because contains opinion about what should do.

From the explanations above, researcher show the analysis results of the types of directive speech acts performed by *teacher B* in table 4.2

Table 4.2
The Types of Directive Speech Acts Performed by Teacher B

No	Activities	Types	Frequency
1	Opening	Command	2
		Request	2
2	Core	Command	21
		Request	3
3	Closing	Command	1
		Suggestion	2
	Total Command		**24**
	Total Request		**5**
	Total Suggestion		**2**
	Total		**31**

Table 4.2 presents that the teacher performed three types of directive speech acts in her classroom interaction. The data in the table categorized into three activities: opening activity, core activity, and closing activity. In the opening activity found command (2 utterances) and request (2 utterances). In the core activity found command (21 utterances) and request (3 utterances). In the closing activity found command (1 utterance) and suggestion (2 utterances).

The total of command is 24 utterances. The total of request is 5 utterances. The total of suggestion is 2 utterances. The most dominant directive speech acts used by teacher B is command with 24 utterances out of 31 utterances. Teacher B used commands to attract students' attention to focus on the material and be active in the discussion. Therefore, students can understand the material taught by the teacher. So, in this teaching and learning activity, the teacher used more commands than other types.

After analyzing the data from observations to discover the types of directive speech acts performed by *teacher A* and *teacher B*, then researcher show both results through table 4.3.

Table 4.3
The Types of Directive Speech Acts Performed by Teachers in EFL Classroom Interactions

No	Types of Directive Speech Acts	Teacher A	Teacher B	Total
1	Command	24	24	48
2	Request	2	5	7
3	Suggestion	8	2	10
	Total	**34**	**31**	**65**

From the table above, both teacher A and teacher B performed 66 directive speech acts in their classroom interactions. Two English teachers of MAN 2 Model Medan performed three types of directive speech acts. They are command, request, and suggestion. From 65 utterances, command was performed 48 times, request 7 times, and suggestion 10 times. Command is the most frequently used of all the types of directive speech acts

performed by teachers in EFL classroom interactions. While requests are the least used by teachers in EFL classroom interactions.

2. The Way Directive Speech Acts Performed by Teachers in EFL Classroom Interactions

Researcher used Wijana's (1996) theory to analyze the data. From the analysis, researcher found that both teachers performed directive speech acts by *direct* and *indirect*.

a) The way directive speech acts performed by teacher A in EFL classroom interaction

There are two ways directive speech acts performed by teacher A in classroom interaction, direct and indirect.

1) Direct Directive Speech Acts

Teacher A uttered 29 directive speech acts in direct way. The example can be seen below:

> T: *Ok nak. Semuanya ambil buku pelajarannya, buka page 93 about Past Actions.*
> (Everyone take your textbooks, open page 93 about Past Actions)
> Ss: *(Membuka buku)*
> (open the book)

From utterances above, the teacher said "*Everyone take your textbooks, open page 93 about Past Actions*", it means teacher directly command students to open the book. This utterance happened in core activity, when the teacher started lesson and explained the material. Imperative sentence used to give command. So, that utterance classified as *direct directive speech acts.*

2) Indirect Directive Speech Acts

Teacher A conveyed 5 directive speech acts in indirect way. The example can be seen below:

> T   *Apalagi nak, kan kita sudah pelajari?.*
> (Come on, what else, haven't we learned?)
> Ss: *Verb 2*

Through utterance above teacher indirectly command students to doing something by saying *"Come on, what else, haven't we learned?"*. This utterance happened in core activity, when the teacher encouraged students to mention first, second, and third form of Past tense. Interrogative sentence used to give command, so that utterance classified as *indirect directive speech acts.*

From the explanations above, researcher shows the analysis results of the way of directive speech acts used by teacher A through table 4.4.

Table 4.4
The Way Directive Speech Acts Performed by Teacher A

No	Activities	Direct	Indirect
		Frequency	
1	Opening	6	1
2	Core	20	4
3	Closing	3	-
Total		**29**	**5**

From the table above, we can see that teacher A used 29 times *direct directive speech acts* and 5 times *indirect directive speech acts*. Direct speech acts are the most frequently used by teacher A to convey directive speech acts.

b) The way directive speech acts performed teacher B in EFL classroom interaction

There are two ways directive speech acts performed by teacher B in classroom interaction, *direct* and *indirect*.

1) Direct directive speech acts

Researcher found that teacher B uttered 28 directive speech acts in direct way. The example can be seen below:

T: You will send letter to your friends, but how the way?. **Now listen the step how to write letter.**

Through utterance *"Now listen the step how to write letter",* teacher B directly command students to listen. This utterance happened in core activity, when the teacher started explain the material. Imperative sentence used to give command. So, that utterance classified as *direct directive speech acts.*

2) Indirect directive speech acts

Researcher found that teacher B uttered 4 directive speech acts in indirect way. The example can be seen below:

T: If you don't have, you can join with your friend. It's okay, nevermind.

Through utterance above, teacher indirectly command students who don't have book to join with their friends. The teacher give command *"If you don't have, you can join with your friend. It's okay, nevermind"* to students with declarative sentence. This utterance happened in opening activity, when the teacher B prepared students before teacher started explain the material. Declarative sentence used to give command, so that utterance classified as *indirect directive speech acts.*

From the explanations above, researcher shows the analysis results about the way directive speech acts used by teacher B through table 4.5

Table 4.5

The Way Directive Speech Acts Performed by Teacher B

No	Activities	Direct	Indirect
1	Opening	2	2
2	Core	18	6
3	Closing	2	1
Total		**22**	**9**

From the table above we can see that teacher A used 22 times direct directive speech acts and 9 times indirect directive speech acts. Direct speech acts are the most frequently used by teacher B to convey directive speech acts.

After analyzing the data from observations to discover the way directive speech acts used by *teacher A* and *teacher B*, then researcher show both results in table 4.6

Table 4.6
The Way Directive Speech Acts Performed by Teachers in EFL Classroom Interactions

No	The way	Teacher A	Teacher B	Teacher A and B
1	Direct directive	29	22	51
2	Indirect directive	5	9	14
	Total	**34**	**31**	**65**

From the table above, we can see that teacher A and teacher B performed 66 utterances based on the way directive speech acts used in classroom interactions. To convey the utterances two English teachers of MAN 2 Model Medan used direct and indirect to convey directive speech acts. From 65 utterances, teachers convey 51 utterances by using *direct directive speech acts* and 14 utterances by using *indirect directive speech acts*. *Direct directive speech acts* are the most frequently used by two teachers in EFL classroom interactions.

3. The Reason Why Teachers Perform Directive Speech Acts in EFL Classroom Interactions

The researcher conducted interview to know the reason why teachers perform directive speech acts in EFL classroom interactions. From the interview, the researcher found that the reasons were because there are many functions in using directive speech acts. Furthermore, the data from interviews, then interpreted using the theory of Amalsaleh et.al's (2004) about the functions of the directive speech act. In the following, the researcher explains the data analysis.

a) The reason why teacher A performs directive speech acts in EFL classroom interaction

Previously, there were three types of directive speech acts (command, request, and suggestion) performed by teacher A based on data analysis from observation. Through interview, researcher found the reasons teacher A perform command, request, and suggestion in EFL classroom interactions.

1) Command

The reasons teacher A perform command were because the teacher want to attract students' attention, to test students' knowledge, and to make students' do what the teacher instructs.

1a) To attract students' attention (Attention-getter)

Attention-getter is utterances which are used to attract students' attention. The reason why teacher A performs command was to attract students' attention. This is based on the following statement:

T: *"……………………Seperti contohnya dengan kalimat perintah, sebelum masuk ke kegiatan inti, guru bisa menarik perhatian siswa terlebih dahulu, sehingga fokus siswa adalah terhadap pelajaran bukan yang lain-lain."*

("...............................For example with a command sentence, before entering the main activity, the teacher can attract the students' attention first, so that the students' focus is on the lesson and nothing else.")

The teacher informs that by giving command to students to pay attention, students become focused on learning. Of course, attracting students' focus at the beginning of learning is very important, so that they can follow a series of learning processes well.

Through the reason above, it can be concluded that teacher A performed command is to attract students' attention. Then, researcher classified this reason as *attention-getter* based on Amalsaleh et.al's (2004) theory. So, it is known that the use of command functions as *attention-getter*.

1b) To test students' knowledge (Elicitation)

Elicitation refers to utterances which tend to make the students provide the required information. The purpose is to test students' understanding or knowledge. The next reason was because teacher A want to test students' knowledge. This is based on these following statements:

T: *"Kegiatan inti ini saat sudah mulai belajar ya. ……………. .Selain itu mam juga menggunakan command untuk meminta siswa menjawab berbagai pertanyaan, sehingga mereka menjadi aktif didalam proses pembelajaran ...."*

("The core activity is when we have started studying. .... In addition, mam also uses commands to ask students to answer various questions, so that they become active in the learning process ....")

From this statement, it is known that in the core activities the teacher uses a lot of command sentences so that students become active in learning. It aims to test how far the students' knowledge or understanding. That way, besides students being more active, they are also able to understand more the material being taught.

Through the reason above, it can be concluded that teacher A performed command is to test students' knowledge. So, it is known that the use of command functions as *elicitation*.

1c) To make students do what the teacher instructs (Instruction)

Instruction refer to utterances which are issued to get the addressee to perform an action. The goal of instruction is the hearer take action of what speaker said. The next reason was because teacher A want to make students do what teacher instructs. This is based on these following statements:

T: *"Alasan lainnya untuk menyuruh siswa supaya mereka cepat mengerjakan tugas yang diberikan…………………..."*

("Another reason is to ask students to quickly do the assignments given ……………………")

From this statement, the reason teachers use directive speech acts is to ask students to do assignments. The type that is often used to ask students to do is command.

T: *"……Lalu kemudian di kegiatan penutup ya. Disitu mam alasannya adalah karena mam mau memberikan PR. Jadi mam menyuruh siswa untuk mengerjakan PR........"*

("……Then, in the closing activity right. The reason is because mam wants to give homework. So, mam asked the students to do their homework........")

Furthermore, from this statement, we can know that in the closing activity, which is an activity carried out a few minutes before the class ends, the teacher asks students to do their homework. Then, the types of speech acts that teacher used to give homework are command and request. Based on the reason, it can be concluded that teacher A performed command

is to make students do what the teacher instructs. So, it is known that the use of command functions as *instruction*.

2) Request

The reasons teacher A perform command were because the teacher want to test students' knowledge and to make students' do what the teacher instruct.

2a) To test students' knowledge (Elicitation)

Elicitation refers to utterances which tend to make the students provide the required information. The purpose is to test students' understanding or knowledge. The next reason was because teacher A want to test students' knowledge. This is based on these following statements:

T: *"………………Selain itu, ketika proses belajar mam sering bertanya dan meminta mereka untuk menjawab pertanyaan. Dengan begitu siswa akan lebih memahami materi yang telah dijelaskan dan aktif didalam kelas………"*

("...................Besides, during the learning process, I often asked and request them to answer questions. That way students will better understand the material that has been explained and be active in class… ")

In the classroom, the teacher uses directive speech acts so that there are question-answer activities between the teacher and students. So, the class becomes active.

Through the reason above, it can be concluded that teacher A performed request is to test students' knowledge. So, it is known that the use of request functions as *elicitation*.

2b) To make students do what the teacher instructs (Instruction)

Instruction refer to utterances which are issued to get the addressee to perform an action. The goal of instruction is the hearer take action of what speaker said. The next reason was because teacher A want to make students do what teacher instructs. This is based on these following statements:

T: *"Alasan lainnya untuk menyuruh siswa supaya mereka cepat mengerjakan tugas yang diberikan…………………… "*

("Another reason is to ask students to quickly do the assignments given …………………")

From this statement, the reason teachers use directive speech acts is to ask students to do assignments. In the learning activities, beside command, the type of directive speech acts that is often used to ask students to do assignment was request.

T: *"……Lalu kemudian di kegiatan penutup ya. Disitu mam alasannya adalah karena mam mau memberikan PR. Jadi mam menyuruh siswa untuk mengerjakan PR… "*

("……Then, in the closing activity right. The reason is because mam wants to give homework. So, mam asked the students to do their homework… ")

Furthermore, from this statement, we can know that in the closing activity, which is an activity carried out a few minutes before the class ends, the teacher asks students to do their homework. Then, the types of speech acts that teacher used to give homework are command and request.

Based on the reasons above, it can be concluded that teacher A performed command is to make students do what the teacher instructs. So, it is known that the use of request functions as *instruction*.

3) Suggestion

The reasons teacher A perform suggestion were because the teacher want to give suggestion to students and to advise students. Here is the explanations.

1a) To give suggestion to students (Suggestion)

Suggestion is to put something forward as an idea. It refers to idea, plan, etc, that suggested or recommended. The next reason was because teacher A want to give suggestion to students. This is based on the following statement:

T: *"..................... Untuk penggunaan suggestion, mam gunakan untuk memberikan saran tentang apa yang seharusnya mereka lakukan, contohnya sebagai anak SMA sebaiknya ketika menjawab soal berikan penjelasan secara mendetail disertai dengan contoh"*
(" ....For the use of suggestions, mam use it to give suggestions about what they should do, for example as a high school student it is better when answering questions give a detailed explanation accompanied by examples")

The teacher uses directive speech acts type of suggestion to give suggestions in answering questions. That way, on other occasions when answering questions, students are expected to answer clearly and in detail.

Based on the reason above, it can be concluded that teacher A performed suggestion to give suggestion to students. So, it is known that the use of suggestion functions as *suggestion*.

2a) To advise students (Advice)

Advice is expressing opinion about what somebody else should do or how they should behave. The next reason was because teacher A want to advise students. This is based on these following statements:

T: *"...............Alasan lainnya, mam juga ada memberikan saran kan, yangmana itu bertujuan untuk memberikan nasihat kepada siswa agar siswa menjauhi hal-hal yang tidak baik"*
("…………..Another reason, mam is also there to give advice, which aims to advice students so they will stay away from things that are not good")

The teacher's reason, based on the statement above, is to give advice to students. Then it is strengthened by the following statement.

T**:** *"Pada kegiatan pembuka, penggunaan suggestion adalah untuk menasihati siswa tentang hal yang menurut mam tidak baik "*
("In the opening activity, the use of suggestion is to advise students about things that you think are not good. ")

Then, from this statement it can also be seen that the teacher uses the suggestion type to give advice to students. Through one of directive speech act type, namely suggestion, the teacher can convey messages to encourage students to stay away from things that are not good.

Based on the reasons above, it can be concluded that teacher A performed directive speech acts type of suggestion is to advise students. So, it is known that the use of suggestion functions as *advice*.

From the explanations above, researcher shows the analysis results about the reasons teacher A performs directive speech acts through table 4.7.

Table 4.7
The Reason Why Teacher A Performs Directive Speech Acts in EFL Classroom Interaction

No	Types of Directive Speech Acts	The Reasons
1	Command	To attract students' attention (Attention-getter)
		To test students' knowledge (Elicitation)
		To make students do what the teacher instruct (Instruction)
2	Request	To test students' knowledge (Elicitation)
		To make students do what the teacher instruct (Instruction)
3	Suggestion	To give suggestion to students (Suggestion)
		To advise students (Advice)

From the table above, we can see that there are several reasons of why teacher A performed directive speech acts in EFL classroom interaction. First, the reasons behind the implementation of command were to attract students' attention (attention-getter), to test students' knowledge (Elicitation), and to make students do what the teacher instruct (Instruction). Second, the reasons behind the implementation of request were to test students' knowledge (Elicitation) and to make students do what the teacher instruct (Instruction). Last, the reasons behind the implementation of suggestion were to give suggestion to students (Suggestion) and to advise students (Advice).

b) The reason why teacher B performs directive speech acts in EFL classroom interaction

Researcher was interviewing teacher B on Tuesday, 21th January 2022 to find the reason why teacher performs directive speech acts. Previously, there were three types of directive speech acts (command, request, and suggestion) performed by teacher B based on data analysis from observation. Through interview, researcher found the reasons teacher B perform command, request, and suggestion in EFL classroom interactions.

1) Command

The reasons teacher B performs command were because the teacher want to attract students' focus, to command students, and to encourage students to answer questions.

1a) To attract students' focus (Attention-getter)

The reason why teacher B performs directive speech acts type of command was to attract students' focus. This is based on the following statement:

T: "*Oke. Mam akan jelaskan apa alasan dari penggunaan tersebut. Yang pertama pada kegiatan pembuka, tadi terdapat penggunaan command dan request ya. Alasannya adalah untuk menarik fokus siswa untuk memulai pembelajaran…* "

(Okay. Mam will explain the reasons. The first is in the opening activity, there is the use of commands and requests. The reason is to attract students' focus to start lesson… ")

From this statement, it can be seen that in the opening activity the teacher uses command to attract students' focus before starting the lesson or before entering the core activity. The goal is that students can receive lessons well, because if students don't focus on learning, they will not be able to understand the material and learning activities will be meaningless for them.

From the reason above, it can be concluded that teacher B performed command is to attract students' focus. So, it is known that the use of command functions as *attention-getter*.

1b) To command students (Instruction)

The next reason was because teacher B want to command. This is based on these following statements:

T: *"............. Yang kedua di kegiatan inti, alasan mam menggunakan ujaran command dan request adalah untuk menyuruh siswa secara bergantian membaca teks. Setelah selesai dibaca lalu mam berikan penjelasan. Begitulah seterusnya. Sehingga dengan begitu mereka sekaligus melatih mereka membaca teks Bahasa inggris… "*

("................ The second in the core activity, the reason mam used command and request were to tell students to read the text one by one. After reading, then mam give an explanation. That's how it goes. So, at the same time train them to read English texts… ....")

T: *"………Lalu di kegiatan penutup juga mam menggunakan ujaran command adalah untuk memberikan siswa PR. Selain itu juga mengingatkan siswa tidak lupa untuk mengerjakan tugas sesuai deadline dan sesuai arahan yang diberikan, serta mempersiapkan diri untuk pertemuan berikutnya"*

("........... Then in the closing activity, mam also used the utterances of command to give students homework. In addition, mam also remind students not to forget to do assignments according to the deadline and according to the directions given, and to prepare for the next meeting")

From those statements, the teacher uttered many of commands to give instructions to students to do something. In the core activity, the use of command is to ask students to read the text. In the closing activity, command is used by teacher B to give assignments and remind students to make preparations before the next meeting.

Based on the reasons above, it can be concluded that teacher B performed directive speech acts is to command students. Then, researcher classified this reason as *instruction*. So, it is known that the use of command functions as *instruction*.

1c) To encourage students to answer questions (Elicitation)

The next reason was because teacher B encourage students to answer questions. This is based on the following statement:

T: *"……………Kemudian juga selain untuk menyuruh siswa membaca teks, juga untuk meminta siswa menjawab berbagai pertanyaan. Setiap selesai membaca atau menjelaskan, mam biasanya memberikan berbagai pertanyaan kepada siswa. Ini dimaksudkan untuk mendorong siswa lebih aktif lagi dan mengukur pemahaman siswa… ...."*

("................... Then apart from asking students to read the text, it is also to ask students to answer various questions. Every time Mam finished reading or explaining, Mam usually asked the students various questions. This is intended to encourage students to be more active and measure students' understanding… ....")

The statement above is the answer from the teacher when the researcher asks about the reason the teacher uses the command and request in the core activity. From this answer, the

researcher knew that another reason was to make students answer various questions. So the teacher knows the extent of student understanding.

Based on the reasons above, it can be concluded that teacher B performed command is to encourage students to answer question. So, it is known that the use of command functions as *elicitation*.

2) Request

The reasons teacher B perform request were because the teacher want to attract students' focus, to make students do what the teacher instruct, and to encourage students to answer questions.

2a) To attract students' focus (Attention-getter)

The reason why teacher B performs request was to attract students' focus. This is based on the following statement:

T: "Oke. Mam akan jelaskan apa alasan dari penggunaan tersebut. Yang pertama pada kegiatan pembuka, tadi terdapat penggunaan command dan request ya. Alasannya adalah untuk menarik fokus siswa untuk memulai pembelajaran… "

(Okay. Mam will explain the reasons. The first is in the opening activity, there is the use of commands and requests. The reason is to attract students' focus to start lesson… ")

From this statement, it can be seen that in the opening activity the teacher was using request to attract students' focus before starting the lesson. The goal is that students can receive lessons well, because if students don't focus on learning, they will not be able to understand the material and learning activities will be meaningless for them. Based on this the reason, it can be concluded that teacher B performed request is to attract students' focus. So, it is known that the use of request functions as *attention-getter*.

2b) To make students do what the teacher instruct (Instruction)

The next reason was because teacher B want to make students do what the teacher instruct. This is based on these following statements:

T: *".............. Yang kedua di kegiatan inti, alasan mam menggunakan ujaran command dan request adalah untuk menyuruh siswa secara bergantian membaca teks. Setelah selesai dibaca lalu mam berikan penjelasan. Begitulah seterusnya. Sehingga dengan begitu mereka sekaligus melatih mereka membaca teks Bahasa inggris… "*

("............... The second in the core activity, the reason mam used command and request were to tell students to read the text one by one. After reading, then mam give an explanation. That's how it goes. So, at the same time train them to read English texts… ....")

From this statement, researcher found that teacher B uttered request to give instructions to students to do something. In the core activity, the use of command is to ask students to read the text. Based this reason, it can be concluded that teacher B performed request is to make students do what the teacher instruct. So, it is known that the use of request functions as *instruction*.

2c) To encourage students to answer questions (Elicitation)

Elicitation refers to utterances which tend to make the students provide the required information. The purpose is to test students' understanding or knowledge. The next reason was because teacher B want to encourage students to answer questions. This is based on the following statement:

T: "................... Kemudian juga selain untuk menyuruh siswa membaca teks, juga untuk meminta siswa menjawab berbagai pertanyaan. Setiap selesai membaca atau menjelaskan, mam biasanya memberikan berbagai pertanyaan kepada siswa. Ini dimaksudkan untuk mendorong siswa lebih aktif lagi dan mengukur pemahaman siswa........................."

("................... Then apart from asking students to read the text, it is also to ask students to answer various questions. Every time Mam finished reading or explaining, Mam usually asked the students various questions. This is intended to encourage students to be more active and measure students' understanding… ....")

The statement above is the answer from the teacher when the researcher asks about the reason the teacher uses the command and request in the core activity. From this answer, the researcher know that another reason was to make students answer various questions. So the teacher knows how far the student knowledge. Based on the reason, it can be concluded that teacher B performed request is to encourage students to answer question. So, it is known that the use of request functions as *elicitation*.

3) Suggestion

The reason teacher B perform suggestion was because the teacher want to give suggestion. Here is the explanation.

3a) To give suggestion (Suggestion)

The definition of suggestion is to put something forward as an idea. It refers to idea, plan, etc, that suggested or recommended. The next reason was because teacher B want to give suggestion. This is based on the following statement:

T: "………….*Untuk yang terakhir, di kegiatan penutup, mam ada memberikan saran, alasannya karena saat ini belum ada buku paket Bahasa inggris yang khusus untuk sekolah madrasah yang tidak disamakan dengan yang umum. Jadi, mam memberikan saran kepada para siswa, jika ada yang ingin masuk jurusan Bahasa inggris dan menjadi guru diharapkan mereka bisa mengembangkan program baru atau buku baru khusus untuk Bahasa inggris sekolah madrasah* "

("................ For the last one, in the closing activity, mam gave a suggestion, the reason is because there are currently no English textbooks specifically for Islamic schools that are not equated with the general ones. So, mam give advice to students, if anyone wants to major in English and become a teacher, it is hoped that they can develop a new program or a new book specifically for English for Islamic schools ")

The teacher uses one of the directive speech acts, suggestion, to give suggestion to students in the form of ideas for making English books specifically for Islamic schools. This suggestion was given by the teacher in the closing activity. The type of directive speech act used by teacher to deliver her suggestions to students is also suggestion. Based on the reason above, it can be concluded that teacher B performed suggestion is to give suggestion to students. So, it is known that the use of suggestion functions as *suggestion*.

From the explanations above, researcher shows the analysis results about the reasons teacher B performs directive speech acts through table 4.8.

Table 4.8
The Reason Why Teacher B Performs Directive Speech Acts in EFL Classroom Interaction

No	Types of Directive Speech Acts	The Reasons
1	Command	To attract students' attention (Attention-getter)
		To command students (Instruction)
		To encourage students to answer questions (Elicitation)
2	Request	To attract students' attention (Attention-getter)
		To make students do what the teacher instruct (Instruction)
		To encourage students to answer questions (Elicitation)
3	Suggestion	To give suggestion to students (Suggestion)

From the table above, we can see that there are several reasons of why teacher B performed directive speech acts in EFL classroom interaction. First, the reasons behind the implementation of command were to attract students' attention (attention-getter), and to command students (Instruction). Second, the reasons behind the implementation of requests were to attract students' attention (Attention-getter), to make students do what the teacher instruct (Instruction), and to encourage students to answer questions (Elicitation). Last, the reasons behind the implementation of suggestion was to give suggestion to students (Suggestion).

After analyzing the data from interview and classified data based on Amalsaleh et.al's (2004) theory to discover the reasons why directive speech acts performed by teacher A and teacher B, then researcher show both results in table 4.9.

Table 4.9
The Reason Why Teachers Perform Directive Speech Acts in EFL Classroom Interactions

No	Types of Directive Speech Acts	The Reasons	
		Teacher A	Teacher B
1	Command	To attract students' attention (Attention-getter)	To attract students' attention (Attention-getter)
		To test students' knowledge (Elicitation)	To command students (Instruction)
		To make students do what the teacher instruct (Instruction)	To encourage students to answer questions (Elicitation)
2	Request	To test students' knowledge (Elicitation)	To attract students' attention (Attention-getter)
		To make students do what the teacher instruct (Instruction)	To make students do what the teacher instruct (Instruction)
			To encourage students to answer questions (Elicitation)
3	Suggestion	To give suggestion to students (Suggestion)	To give suggestion to students (Suggestion)
		To advise students (Advice)	

From the table above, both teacher A and teacher B have almost same reasons on implementing directive speech acts in classroom interactions. So, the conclusion of teachers' reasons in performing directive speech acts can be drawn. First, the reasons teachers perform command were to attract students' attention (Attention-getter), to test students' knowledge or understanding (Elicitation), and to ask students doing something (Instruction). Second, the reasons teachers perform request were to attract students' attention (Attention-getter), to test students' knowledge (Elicitation), and to make students' do what the teacher instruct (Instruction). Third, the reasons teachers perform suggestion were to suggest and advise students what should do (Suggestion/Advice).

B. Discussion

After analyzing the data and getting the findings, there are some points which considered as important things to be discussed.

In this study researcher conducts a study on types of directive speech acts as first problem. To solve this problem, researcher did observation in class X IPA 4 and XI IPA 5 at MAN 2 Model Medan in English subject with two different teachers. Based on the Kreidler's (1998) theory, there are three types of directive speech acts: command, request, and suggestion. Researcher analyzed the data by using this theory. From the analysis found that teacher A and teacher B were performed three types of speech acts: command (48 times), request (7 times), and suggestion (10 times). Command is the most frequently used of all the types of directive speech acts performed by teachers in EFL classroom interactions. While request is the least used by teachers in EFL classroom interactions. Teachers use a lot of commands in classroom interactions since teachers always use this type to attract students' attention and convey their instructions during the teaching-learning process. By uttering command, the students get easy to understand all the instructions teachers' give and do what teachers tell them to do. Request is the least among the other types of directive speech acts. Teachers also use requests to make students become active in learning process, but not as many as command because teachers more often give clear commands to make students directly do something or answer questions than requesting students to do something or answer teachers' questions. As for suggestions, the teacher uses these utterances to give suggestions about what students should and shouldn't do. This type is the second among the other types because its function is not as the main function, such as to make the class more active or convey material well to students, but to give students good advice. This is also important because in addition to teach the material, teachers as educators also play a role in educating students' behavior and providing good examples for them.

Moreover, researcher also conducts study on the way directive speech acts performed by teachers in EFL classroom interactions as second problem. Observation was used to gain the data. Based on Wijana's (1996) theory, there are two ways to convey directive speech acts: direct and indirect speech acts. To analyze the way directive speech acts used by teachers, researcher use this theory. From the analysis, it found that teacher A and B use those two ways, direct and indirect, to perform directive speech acts in their class. Two English teachers convey 51 utterances by using *direct directive speech acts* and 14 utterances by using *indirect directive*

speech acts. *Direct directive speech acts* are the most frequent of all the way of directive speech acts performed by teachers in EFL classroom interactions. During the observation, the researcher noticed that the teacher often used utterances that had no implicit meaning or in other words the meaning was the same as what was said. These utterances are also immediately understood and responded to by students. Even so, when the teacher uses indirect speech acts, the meaning of the utterances expressed by the teacher is also not misinterpreted by students. However, teachers mostly use direct speech act in delivering directive speech act so that the learning process becomes more effective. Then, this is also proven after analyzing the data that teachers use more direct speech acts in delivering directive utterances from the data results.

Additionally, to know the reasons behind the implementation of directive speech acts, researcher also conducts research on the reasons why teachers perform directive speech acts in EFL classroom interactions as third problem. Researcher was doing interview with teacher A and teacher B to get the reasons of using directive speech acts. Then, researcher analyzed the data from interview by using Amalsaleh et.al's (2004) theory. Then, researcher found that the reasons are because there are many functions in using directive speech acts. Specifically, the reasons teachers perform *command* were to attract students' attention (Attention-getter), to test students' knowledge or understanding (Elicitation), and to ask students doing something (Instruction). The teacher give command in order to make students pay their attention to teacher explanations and focused on follow learning process. Even, in the core activity teachers use a lot of command because teachers want students to answer questions and do what teachers want them to do. So, the students being more active and able to understand the material. After that, the reasons teachers perform *request* were to attract students' attention (Attention-getter), to test students' knowledge (Elicitation), and to make students' do what the teacher instruct (Instruction). The function of request was also same with command. Teacher give requests to students in order to encourage students to do several things, such as: pay attention to the class, read the text, and answer questions. Then, the reasons teachers perform *suggestion* were to suggest and advise students what should do (Suggestion/Advice). Teachers perform suggestion in teaching-learning activities in order to give an idea that will be useful for students and tell what students should do. Other thing is to advise students about the good and bad things for them.

V.   CONCLUSION

Based on the research findings and discussion, there are two conclusion that can be drawn related with both of problems formulation as follows:

1. There were three types of directive speech acts performed by teachers in EFL classroom interactions at MAN 2 Model Medan in English subject, namely *command* (48 utterances)*, request* (7 utterances), and *suggestion* (10 utterances). *Command* is the most frequent of all the types of directive speech acts performed by teachers in EFL classroom interactions since teachers always use this type to attract students' attention and convey their instructions during the teaching-learning process.

2. In performing directive speech acts, teachers use two ways: direct (51 times) and indirect (14 times). *Direct directive speech acts* are the most frequent of all the ways of directive speech acts used by teachers in EFL classroom interactions since teacher often used

utterances that had no implicit meaning and immediately understood and responded to by students.

3. The reasons teachers perform directive speech acts in EFL classroom interactions are because there are many functions in using directive speech acts. *Commands* were to attract students' attention (Attention-getter), to test students' knowledge or understanding (Elicitation), and to ask students doing something (Instruction). *Requests* were to attract students' attention (Attention-getter), to test students' knowledge (Elicitation), and to make students' do what the teacher instruct (Instruction). Then, *Suggestions* were to suggest and advise students what should do (Suggestion/Advice).

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