



Directive Speech Acts and Teachers' Speaking Strategies in Negotiation Text Learning in Indonesian Language

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ABSTRACT

Teacher-student interactions in negotiation text learning utilize language as the primary means of classroom management. This study aims to describe the forms of directive speech acts and politeness strategies used by teachers in Indonesian language learning in class X at SMK Negeri 3 Padang. This is a qualitative study using descriptive methods, aiming to deeply uncover the meaning and phenomena of speech in a natural, uncontrived context. The research data consisted of teacher utterances containing directive speech acts, such as commands, requests, prohibitions, invitations, and advice. These were obtained through non-participatory observation, audio-video recordings from the opening to the closing of the lesson, semi-structured interviews, and documentation. The data sources were the Indonesian language teachers of class X who were observed in several meetings. The researcher acted as the primary instrument, supported by recording devices and observation sheets. Data validity was ensured through data and source triangulation, member checking, and diligent observation. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions repeatedly until credible findings were obtained. The results of the study show that the most dominant form of directive speech act is an order; direct strategies are used in situations that require assertiveness and efficiency, while indirect strategies are used to maintain politeness and create a conducive learning atmosphere, thus supporting the effectiveness of interactions and achieving the learning objectives of negotiation texts.

Keyword: directive speech acts, teachers' speaking strategies, negotiation text, Indonesian language

Tindak Tutur Direktif dan Strategi Bertutur Guru dalam Pembelajaran Teks Negosiasi pada Mata Pelajaran Bahasa Indonesia

ABSTRAK

Interaksi guru dan siswa dalam pembelajaran teks negosiasi memanfaatkan bahasa sebagai sarana utama pengelolaan kelas. Penelitian ini bertujuan mendeskripsikan bentuk tindak tutur direktif dan strategi kesantunan yang digunakan guru dalam pembelajaran Bahasa Indonesia kelas X SMK Negeri 3 Padang. Jenis penelitian ini adalah penelitian kualitatif dengan metode deskriptif yang bertujuan mengungkap makna dan fenomena tuturan secara mendalam dalam konteks alami tanpa rekayasa. Data penelitian berupa tuturan guru yang memuat tindak tutur direktif, seperti perintah, permintaan, larangan, ajakan, dan nasihat, yang diperoleh melalui observasi nonpartisipatif, perekaman audio-video sejak kegiatan pembukaan hingga penutupan pembelajaran, wawancara semi terstruktur, dan dokumentasi. Sumber data adalah guru Bahasa Indonesia kelas X yang diamati dalam beberapa kali pertemuan. Peneliti bertindak sebagai instrumen utama yang didukung perangkat perekam dan lembar observasi. Keabsahan data dijamin melalui triangulasi data dan sumber, member check, serta ketekunan pengamatan. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan secara berulang hingga diperoleh temuan yang kredibel. Hasil penelitian menunjukkan bahwa bentuk tindak tutur direktif yang paling dominan adalah perintah; strategi langsung digunakan dalam situasi yang menuntut ketegasan dan efisiensi, sedangkan strategi tidak langsung digunakan untuk menjaga kesantunan dan menciptakan suasana pembelajaran yang kondusif, sehingga mendukung efektivitas interaksi dan pencapaian tujuan pembelajaran teks negosiasi.

Keywords: tindak tutur direktif, strategi bertutur, teks negosiasi, pembelajaran

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INTRODUCTION

Learning interactions are communication events that determine the success of the learning process, particularly in Indonesian language learning based on productive skills. In negotiation text material in 10th grade vocational high schools, learning success is determined not only by mastery of the text's structure and rules, but also by the teacher's communication effectiveness in directing, building participation, and modeling argumentative and persuasive negotiation practices. Suryaningrum (2024) emphasized that the accuracy of a teacher's language in classroom interactions influences the quality of learning. Consistently, recent research shows that the quality of a teacher's speech acts contributes significantly to student engagement and response (Astutik, Sa'diyah, Hadi, & Hermawan, 2025; Saleh, Yusuf, Rosvita, & Ibrahim, 2024). This suggests that directive speech acts and teacher speaking strategies are important variables influencing the effectiveness of negotiation text learning as a learning outcome (Adha & Arief, 2019; Husna & Arief, 2020). Theoretically, directive speech acts are illocutionary acts aimed at encouraging the interlocutor to perform a specific action (Suryandani & Budasi, 2022). Schegloff (2020) asserts that speaking means performing an action, while Pramesti (2020), as well as Aporbo, Barabag, Catig, & Claveria (2024), explain that directive speech has the potential to be a face-threatening act, thus necessitating politeness strategies. In the educational context, Qin (2022) states that teacher speech is not only instructional but also shapes the pedagogical climate and social relations in the classroom. Therefore, the form of directives and their delivery strategies need to be understood as pragmatic practices that directly impact student responses in learning.

Previous research has shown a shift in focus from simply classifying speech act forms to analyzing their impact on student participation and engagement. Suryandani & Budasi (2022) found that the dominance of imperative directives tends to decrease students' verbal responses. Kumar, Dwivedi, & Anand (2023) showed that mitigation

strategies increase cognitive engagement, while Ghanizadeh, Tabeie, & Pourtousi (2024) emphasized that variations in speaking strategies impact students' affective and cognitive responses. Internationally, Pörn & Hansell (2020); Some-Guiebre (2020) reported that indirect directive strategies encourage two-way interaction in language learning. This current trend suggests that teacher communication is no longer viewed merely as a means of delivering material, but as a determinant of the quality of learning interactions.

However, these studies still tend to analyze directive forms, speech strategies, and student responses separately and have not specifically positioned negotiation text learning as a unique communicative context. Negotiation texts, however, demand persuasive communication practices that emphasize argumentation, bargaining, and reaching agreement. Furthermore, studies at the vocational high school level are relatively limited compared to high school levels, even though vocational high school students have a vocational orientation that demands applied and contextual communication. Thus, there is a conceptual gap in the lack of integrated analysis of directive speech acts, speech strategies, and student responses within the context of negotiation text learning in vocational high schools.

This research positions itself as an integrative study of educational pragmatics that connects directive forms, politeness strategies, and student responses within a single contextual analytical framework. The research was conducted at SMK Negeri 3 Padang, taking into account student heterogeneity, the intensity of classroom interactions, and the Minangkabau sociocultural context that upholds the traditions of deliberation and negotiation. The simultaneous integration of these three aspects within a vocational context based on local culture is a novel contribution of this research compared to previous studies.

Based on this background, this study answers the following questions: What are the forms of directive speech acts used by Indonesian language teachers in learning negotiation texts in grade X of SMK Negeri 3 Padang in the 2025/2026 aca-



demetic year? What speech strategies are used? And how do students respond to these utterances? This study aims to describe these three aspects in an integrative manner. Theoretically, this research contributes to the development of classroom interaction-based educational pragmatics studies. Practically, the results of this study are expected to provide pedagogical reflection in designing effective, dialogic, and contextual communication strategies in learning negotiation texts.

Several previous studies demonstrate the relevance of the study of speech acts and speech strategies in the context of language learning. One example is the study by Suryandani & Budasi (2022), which emphasized that directive speech acts function to direct interlocutors to perform an action, which in the classroom context is realized through commands, requests, advice, and suggestions from teachers, thus providing a basis for identifying directive forms in learning interactions. Latrech & Alazzawie's (2023) study on politeness strategies shows that the choice of speaking strategies, both directly and indirectly, is closely related to efforts to maintain social relations and communication effectiveness, which influences students' acceptance of teacher directions; and Darong's (2024) research in Classroom Discourse emphasizes the importance of teacher-student interaction patterns in building active participation and negotiation of meaning in the classroom, thus reinforcing that the analysis of directive speech acts is not only oriented towards linguistic forms, but also on their pedagogical function in building interactive learning dialogues.

METHOD

This study employed a qualitative approach with descriptive methods. A qualitative approach was used to deeply understand and interpret the phenomenon of teachers' directive speech acts within the context of naturally occurring learning interactions (Nisa & Abduh, 2022; Siritman & Meilantina, 2020; Razak, 2017). The descriptive method was chosen because this study aimed to systematically describe the forms of directive speech acts, speaking strategies, and student re-

sponses in learning about negotiation texts without manipulating the variables studied. The research design was naturalistic because data were obtained from real classroom learning situations as the teaching and learning process took place.

The study was conducted at SMK Negeri 3 Padang, West Sumatra, in the odd semester of the 2025/2026 academic year. The location was selected based on the heterogeneous characteristics of the 10th grade students, the high intensity of classroom interactions, and the relevance of the negotiation text learning context to the Minangkabau culture of deliberation. The research data consisted of Indonesian language teacher utterances containing directive speech acts during the negotiation text learning process, including students' verbal and nonverbal responses to these utterances. The primary data source was a 10th-grade Indonesian language teacher, while supporting data was obtained from student responses, learning documents, and interviews to strengthen data interpretation.

In qualitative research, the researcher acts as the primary instrument, observing, recording, and interpreting data. Supporting instruments used included audio and video recorders to capture all learning interactions, observation sheets to document classroom context and dynamics, semi-structured interview guides to explore the teacher's considerations in using certain speaking strategies, and documentation in the form of speech transcriptions and learning documents. Data collection was conducted through non-participatory observation, recordings, semi-structured interviews, and documentation. The use of these various techniques aimed to obtain comprehensive data while also enabling triangulation.

Data validity was maintained through technical triangulation by comparing observations, recordings, and interviews, as well as source triangulation by comparing information from teachers, students, and supporting documents. Member checking was also conducted by asking teachers to review the transcriptions and interpretations to avoid misinterpretations. Diligent observation was also carried out through repeated observations to

identify consistent speech patterns, ensuring credible and scientifically accountable data.

Data analysis was conducted qualitatively through data reduction, coding, classification, data presentation, and conclusion drawing. Recorded data were transcribed, then identified and classified based on the form of directive speech acts such as commands, requests, prohibitions, invitations, and advice, as well as the speech strategies used, both direct and indirect, and the accompanying politeness strategies. Student responses were analyzed to identify patterns of engagement in learning interactions. Data were presented in descriptive tables and categorization tables to facilitate interpretation. Because this research was qualitative, descriptive or inferential statistics were not used in the analysis. Analytical decisions were based on the pattern of category emergence and contextual interpretation of the speech data. The analysis process is carried out interactively and repeatedly until conclusions are obtained that are consistent with the theory of speech acts and educational pragmatics.

RESULT

1. Forms of Teacher Directive Speech Acts in Indonesian Language Learning in Grade X of SMK Negeri 3 Padang

Based on the results of research conducted on teachers' directive speech acts in the process of teaching expository text writing in grade XI high school students, 120 utterances were obtained. From this data, various forms of directive speech acts were found, used by teachers to direct, guide, and control student activities during the learning process. In general, the directive speech acts that emerged consisted of five types: ordering, requesting, suggesting, demanding, and challenging.

The analysis results show the following breakdown. First, the commanding speech act was the most frequently used form, with 82 utterances. Second, the requesting speech act was found in 12 utterances. Third, the suggesting speech act appeared in 9 utterances. Fourth, the demanding speech act was found in 8 utterances. Fifth, the challenging speech act was found in 9 utterances.

Data analysis was conducted by transcribing all recordings of teacher-student interactions during four expository text learning sessions. Each teacher's utterance containing directive elements was then classified based on its function, linguistic form, and the context in which it was used in the lesson.

The number and distribution of directive speech acts by Indonesian language teachers in grade 10 of SMK Negeri 3 Padang can be seen in the following:

1) Ordering	82 data
2) Requesting	12 data
3) Suggesting	9 data
4) Demanding	8 data
5) Challenging	9 data
Total	120 data

1.1 Directive Speech Act: Ordering

The speech act of ordering is a form of directive speech act used by teachers to give direct instructions or commands to students to perform a specific action. In teaching expository text writing, this form is used to organize class activities, provide technical guidance, and ensure students follow the writing steps systematically.

Based on the analysis, 82 utterances fell into the ordering category. This type of speech typically occurs when teachers explain the structure of expository text, guide discussions, or ask students to develop an outline.

Examples of this type of speech are as follows.

- 1) *Silakan buka buku paket halaman 45 dan perhatikan contoh teks eksposisinya!*
Please open the textbook on page 45 and pay attention to the example of expository text!
Context: The teacher instructs students to open learning resources before the analysis activity begins.
- 2) *Tuliskan tesis kalian pada paragraf pertama dengan jelas!*
Write your thesis clearly in the first paragraph!



- Context: The teacher directs students to structure the first section of an expository text according to its structure.
- 3) *Diskusikan argumen pendukungnya dalam kelompok masing-masing!*
Discuss the supporting arguments in your respective groups!
Context: The teacher instructed students to work together to strengthen the content of the writing.
- 4) *Kumpulkan hasil tulisan kalian sebelum jam pelajaran berakhir!*
Submit your writing before the end of class!
Context: The teacher instructed that the assignment be evaluated immediately.
- 5) *Perhatikan kembali penggunaan konjungsi kausal dalam paragraf kedua!*
Pay attention again to the use of causal conjunctions in the second paragraph!
Context: The teacher directs students to revise linguistic errors.

The use of the commanding speech act demonstrates the teacher's role as the controller of the learning process. This form serves to maintain classroom order, ensure the learning process proceeds systematically, and instill discipline in students in following academic instructions.

1.2 Directive Speech Act: Requesting

The speech act of requesting is a form of directive used by teachers in a more polite and persuasive manner. This utterance is usually characterized by the use of words such as "please," "hope," or "beg." In the context of learning, this form is used to maintain harmonious interpersonal relationships between teachers and students.

Based on the research results, 12 utterances were found to fall into the requesting category. Examples of these utterances are as follows.

- 6) *Tolong perhatikan penjelasan tentang perbedaan fakta dan opini ini!*
Please pay attention to this explanation of the difference between fact and opinion!
Context: The teacher asks students to focus

on the important material.

- 7) *Mohon jangan berbicara sendiri saat teman kalian sedang presentasi.*
Please refrain from talking to yourself while your classmates are presenting.
Context: The teacher asks students to maintain class order.
- 8) *Tolong perbaiki kalimat yang masih ambigu pada paragraf ketiga!*
Please correct the ambiguous sentence in the third paragraph!
Context: The teacher asks students to revise politely.

Functionally, this utterance still conveys the meaning of a command, but it is delivered in a more polite manner. This demonstrates that the teacher is striving to maintain polite language while still achieving the learning objectives.

1.3 Directive Speech Act: Suggesting

The speech act of suggesting is used by teachers to provide advice or input without being pushy. In expository writing lessons, this form is often used when teachers provide feedback on students' writing.

Based on data analysis, nine utterances fell into the suggesting category. Examples of speech are as follows.

- 9) *Sebaiknya kalian menambahkan data pendukung agar argumennya lebih kuat.*
You should add supporting data to strengthen your argument.
Context: The teacher gives suggestions to enrich the content of the writing.
- 10) *Coba gunakan contoh yang dekat dengan kehidupan sehari-hari!*
Try using examples that are close to everyday life!
Context: The teacher suggests that the writing be more contextual.
- 11) *Akan lebih baik jika paragraf penegasan ulang dibuat lebih ringkas.*
It would be better if the reaffirmation paragraph were made more concise.
Context: The teacher provides feedback regarding the structure of the text.

The suggestion speech demonstrates the teacher's role as a guide who helps students develop the quality of their writing through a persuasive and reflective approach.

1.4 Directive Speech Act: Demanding

Demanding speech acts relate to asserting obligations or rules that students must comply with. This form generally occurs in the context of academic discipline and responsibility.

Based on the research results, eight utterances fell into this category. Examples of these utterances are as follows.

- 12) *Setiap siswa wajib mengumpulkan minimal satu teks eksposisi minggu ini.*

Each student is required to submit at least one expository text this week.

Context: The teacher emphasizes the obligation of individual assignments.

- 13) *Kalian harus mencantumkan sumber referensi yang jelas dalam tulisan!*

You must cite clear sources in your writing!

Context: The teacher demands academic honesty.

- 14) *Tidak ada perpanjangan waktu, tugas dikumpulkan hari ini!*

No extensions, assignments must be submitted today!

Context: The teacher emphasizes the submission deadline.

Demanding utterances demonstrate the control and rule-affirming functions of learning. Through this format, teachers instill the values of responsibility and academic integrity in students.

1.5 Directive Speech Act: Challenging

Teachers use challenging speech acts to motivate students to be more active, think critically, and express their opinions. This form is encouraging, not intimidating.

Based on the analysis, nine utterances were found in the challenging category. Examples of these utterances are as follows:

- 15) *Siapa yang bisa menunjukkan bagian opini dalam teks ini?*

Who can identify the opinion section in this text?

Context: The teacher challenges students to identify linguistic elements.

- 16) *Ada yang berani menyanggah argumen dalam teks tersebut?*

Does anyone dare to refute the arguments in the text?

Context: The teacher encourages students to think critically.

- 17) *Kalau menurut kalian itu fakta, apa buktinya?*

If you think it's a fact, what is the evidence?

Context: The teacher challenges students to provide logical reasons.

Challenging speech acts demonstrate the teacher's role as a facilitator of critical thinking. This form is effective in increasing students' active participation and argumentative skills in learning to write expository texts.

The utterances above demonstrate that the teacher's role is not only as a command giver, but also as a facilitator of critical thinking. This challenging speech act is used to hone courage, practice argumentation skills, and increase students' active participation in class.

2. Teacher Speaking Strategies in Learning Indonesian in Class X of SMK Negeri 3 Padang

Based on the research conducted, teachers' speaking strategies in teaching expository writing in 11th grade high school students demonstrate a variety of language use in conveying instructions, directions, reprimands, and motivation to students. Teachers use these strategies to adapt their delivery to the learning context, the social relationships between teachers and students, and the desired learning objectives.

An analysis of 120 previously identified directive utterances revealed that teachers employed three types of speaking strategies: direct, straightforward, and polite, direct, and polite, and direct, and polite. However, the indirect, direct, and polite strategies were not found in the research



data. This indicates that all teacher utterances were delivered directly and openly to students.

The most dominant strategy used was direct, straightforward, and polite. The dominance of this strategy indicates that teachers frequently use direct speech to maintain effective communication, maintain classroom order, and ensure the smooth flow of the expository writing learning process.

The analysis of teachers' speaking strategies in expository writing learning can be seen in the following:

- 1) Speaking Frankly Without Preamble, 102 data
- 2) Speak Frankly with Positive Politeness, 11 data
- 3) Speaking Frankly with Negative Politeness, 7 data

2.1 Straightforward, No-Nonsense Speaking Strategy

The straightforward, no-nonsense speaking strategy is a strategy used by teachers to convey their meaning directly, firmly, and concisely without resorting to additional polite expressions. This strategy is widely used in learning situations that require clarity and quick responses from students, such as when giving instructions, managing time, or giving reprimands.

Based on the analysis, 102 utterances were found to fall under the straightforward, no-nonsense speaking strategy. Examples of utterances are as follows.

- 1) *Kumpulkan hasil tulisan kalian sekarang! Turn in your writing now!*
Context: The teacher instructs students to submit their assignments before the deadline.
- 2) *Perhatikan struktur teksnya, jangan sampai terbalik!*
Pay attention to the structure of the text; don't overdo it!
Context: The teacher emphasizes that students pay attention to the structure of the thesis, argumentation, and reiteration.
- 3) *Kerjakan revisinya di buku tulis masing-masing!*

Work on the revisions in your notebooks!

Context: The teacher instructs students to revise their writing individually.

This strategy is the most dominant because the classroom situation requires clear instructions and avoids multiple interpretations. In a formal learning context, this type of direct speech is still acceptable to students as part of the teacher's academic authority.

2.2 Strategy for Speaking Directly with Positive Politeness

The strategy of speaking directly with positive politeness is a strategy used by teachers to convey their intentions directly while still building emotional closeness and a pleasant atmosphere. This strategy is characterized by the use of words such as "Ayo," "Mari," "Pergi," "Kita," or expressions of solidarity.

In teaching expository writing, this strategy is used to increase student motivation and active participation. Based on the analysis, 11 utterances were found to fall into the "Speak Frankly with Positive Politeness" category. Examples of these utterances are as follows.

- 4) *Ayo kita perbaiki bersama bagian argumentasinya!*
Let's improve the argumentation together!
Context: The teacher invites students to revise their writing collaboratively.
- 5) *Silakan yang ingin membaca hasil tulisannya di depan kelas.*
Those who wish are welcome to read their writing in front of the class.
Context: The teacher kindly gives students the opportunity to present.
- 6) *Mari kita lihat kembali apakah argumennya sudah didukung fakta.*
Let's review whether the argument is supported by facts.
Context: The teacher invites students to reflect together.

The use of this strategy demonstrates the teacher's efforts to create an interactive and supportive classroom atmosphere. The discourse

remains direct, but it is packaged with a sense of togetherness, so students feel valued and involved.

2.3 Frank Speaking Strategy with Negative Politeness

The strategy of speaking frankly with negative politeness is a strategy used by teachers to convey their intentions directly while maintaining a formal distance and respecting students' independence. This strategy is usually characterized by the use of phrases such as "please," "wish," or more polite sentence forms.

In teaching expository writing, this strategy is primarily used when teachers issue reprimands or requests that could potentially disturb students. Based on the research results, seven utterances were identified as categorized as "Speaking Frankly with Negative Politeness." Examples of these utterances are as follows.

7) *Tolong perhatikan kembali penggunaan tanda bacanya.*

Please pay attention to the use of punctuation.

Context: The teacher gently directs students to correct technical errors.

8) *Mohon tidak berbicara dulu saat teman sedang presentasi.*

Please refrain from talking while your classmates are presenting.

Context: The teacher reprimands students while maintaining politeness.

This strategy demonstrates that even though the teacher has authority, he or she still considers politeness and respect for students as conversation partners.

2.4 Indirect Strategy

Based on data analysis, the indirect strategy was not found in expository writing lessons in 11th grade high school students. This is due to the characteristics of classroom situations that demand clarity, assertiveness, and efficient communication. Indirect strategies such as sarcasm, vague hints, or ambiguous sentences have the potential to cause misunderstandings in the learning process. Therefore, teachers tend to use direct speech so

that messages can be immediately understood and implemented by students.

The absence of the indirect strategy indicates that teachers prioritize effective communication and clarity of meaning in teaching and learning activities. Straightforward and direct speech supports orderly, efficient learning, and aligns with the learning objectives of expository writing.

3. Student Responses to Teachers' Directive Speech Acts in Indonesian Language Learning in Class X of SMK Negeri 3 Padang

Based on the research conducted, students' responses to teachers' directive speech acts in expository writing lessons in 11th grade high school students showed a variety of responses that emerged during classroom interactions. These responses were influenced by the type of speech used by the teacher, the learning situation, the students' level of understanding of the material, and the interpersonal relationship between the teacher and students.

In general, students' responses to teachers' directive speech acts can be classified into four forms: (1) acceptance, (2) rejection, (3) silence, and (4) clarification. Observations of the 120 directive speech acts analyzed by teachers revealed that the majority of students responded with acceptance, indicating that the teacher's instructions and directions were understood and implemented effectively.

The distribution of student responses to the teacher's directive speech acts is as follows:

- 1) Accepting Response 92 (76.7%)
- 2) Refusing Response 7 (5.8%)
- 3) Silence Response 13 (10.8%)
- 4) Clarifying Response 8 (6.7%)

3.1 Accepting Response

An accepting response is a student's response that indicates willingness, compliance, or readiness to carry out the teacher's instructions without any objection. This response can take the form of a positive verbal response, a direct action, or a gesture indicating compliance. Examples of



student speech and responses are as follows:

- 1) Teacher: "*Tuliskan tesis kalian pada paragraf pertama!*"
"Write your thesis in the first paragraph!"
Student: "Yes, ma'am." (immediately begins writing)
Context: Students demonstrate compliance by immediately carrying out instructions.
- 2) Teacher: "*Silakan kelompok dua mempresentasikan hasil diskusinya.*"
"Group two, please present the results of your discussion."
Student: "*Iya, Bu.*" (kelompok berdiri dan maju ke depan kelas)
"Yes, ma'am." (group stands and comes to the front of the class)
Context: Students respond positively and immediately carry out instructions.
Konteks: Siswa merespon secara positif dan langsung melaksanakan perintah.
- 3) Teacher: "*Perbaiki penggunaan konjungsi kausalnya.*"
"Correct your use of causal conjunctions."
Student: (deletes and corrects sentences in their writing)
Context: The response consists of concrete actions without verbal comment.

The predominance of accepting responses indicates that communication between the teacher and students is effective. Students understand the teacher's intent and demonstrate a cooperative attitude in participating in learning activities.

3.2 Refusal Response

A refusal response is a student's response that indicates objection or unwillingness to carry out the teacher's instructions. Refusal can be expressed directly or indirectly, usually accompanied by a specific reason. Examples of student speech and responses are as follows.

- 4) Teacher: "*Coba kamu bacakan hasil eksposisimu di depan kelas!*" (Try reading your exposition in front of the class!)
Student: "*Belum siap, Bu, masih kurang*

percaya diri." (Not ready, ma'am. I still lack confidence.)"

Context: The student politely declines because he doesn't feel ready to present.

- 5) Teacher: "*Kerjakan revisinya sekarang.*" ("Work on the revisions now.")
Student: "I haven't finished the previous one, ma'am."

Student: "*Belum selesai yang tadi, Bu.*" ("I haven't finished the previous one, ma'am.")

Context: The student expresses an objection because the previous assignment hasn't been completed).

Respon menolak dalam konteks ini tidak selalu menunjukkan sikap negatif, melainkan dapat mencerminkan kondisi psikologis atau keterbatasan pemahaman siswa terhadap materi.

3.3 Silence Response

A silent response is a student's response that doesn't provide an immediate verbal response to a teacher's command or question. This response usually occurs because the student is unsure, doesn't yet understand the instruction, or is waiting for a response from another classmate. Examples of student speech and responses are as follows.

- 6) Teacher: "*Siapa yang bisa menunjukkan bagian opini dalam teks ini?*" ("Who can point out the opinion section in this text?")
Student: (silent, looking at each other)
Context: The student is not yet brave enough or is not yet sure of his answer.

- 7) Teacher: "*Segera kumpulkan tugasnya!*" ("Collect the assignments immediately!")
Student: (remain seated and only move after the teacher repeats the command)
Context: Students demonstrate a passive response before receiving reaffirmation.

The silent response reflects the natural dynamics of classroom communication. Not all students are able to respond quickly, especially in situations that require courage or deeper understanding.

2.4 Clarification Response

The clarification response is a student's response to a teacher's instruction requesting further explanation because they feel they don't fully understand the intended meaning. This response demonstrates the student's effort to ensure accuracy in carrying out the instruction. Examples of student utterances and responses are as follows.

8) Teacher: "Tambahkan data pendukung pada argumen kedua." ("Add supporting data to the second argument.")

Student: "Data dari internet boleh, Bu?" ("Is it okay to use data from the internet, ma'am?")

Context: The student is requesting clarification to ensure compliance with the assignment requirements.

9) Teacher: "Buat penegasan ulang yang lebih singkat." ("Please reiterate your statement more concisely.")

Student: "Berapa kalimat, Bu?" ("How many sentences, ma'am?")

Context: The student is requesting confirmation to ensure the written work meets the teacher's expectations.

the clarification response demonstrates the student's awareness of understanding the instruction accurately before carrying it out. This indicates cognitive engagement in the learning process.

From the analysis above, it can be concluded that the acceptance response is the most dominant form of student response. This indicates effective communication between teacher and students and demonstrates respect, compliance, and understanding of the teacher's instructions. Silence and clarification demonstrate the natural dynamics of classroom communication, as some students require additional time or clarity to grasp the intended meaning.

DISCUSSION

Based on the research findings presented in the previous section, this discussion examines in more depth the relationship between teachers' directive speech acts, the speech strategies they use,

and students' responses in Indonesian language learning in grade 10 of SMK Negeri 3 Padang. The discussion is conducted by connecting the research findings with speech act theory, principles of politeness, and relevant previous research.

In general, the results show that teachers predominantly use directive speech acts in the form of commands, followed by suggestions, demands, requests, and challenges. The most frequently used speech strategies are speaking frankly without small talk (BTTB), then speaking frankly with negative politeness (BTDKN), and speaking frankly with positive politeness (BTDKP). Meanwhile, student responses are dominated by acceptance, followed by silence, clarification, and refusal. These findings demonstrate that learning communication takes place directly and firmly, yet remains within a framework of maintained politeness.

Forms of Teacher Speech Acts in Indonesian Language Learning

Research findings indicate that the commanding speech act is the most dominant form used by teachers. This dominance indicates that classroom learning demands clear instructions and effective communication (Maheni, Arief, Syahrul, & Emidar, 2026). In a pragmatic context, this condition aligns with the theory of directive speech acts proposed by Searle (1969), which states that directives aim to get the interlocutor to perform an action according to the speaker's wishes. Teachers, as authority figures, have the social legitimacy to direct students through explicit commands. The dominance of the commanding speech act also demonstrates that learning is structured and controlled. In the context of vocational high schools, which emphasize discipline and practical skills, the use of direct commands helps reduce instructional ambiguity (Arief et al., 2022). This demonstrates that the pedagogical function of the commanding speech act is not simply a form of linguistic power, but rather a managerial instrument in classroom management.

Meanwhile, the requesting and suggesting speech acts demonstrate the interpersonal side of teacher communication. These two forms demon-



strate that teachers do not always prioritize authority but also build cooperative relationships with students. From the perspective of Leech's (1983) politeness principles, the use of requesting and suggesting forms reflects the application of the maxims of tact and appreciation, as teachers strive to minimize the impression of coercion and provide students with space for freedom (Anjarani, 2023; Dewi, Amin, & Qalbi, 2023; Ulinsa et al., 2025).

Demanding speech acts demonstrate a normative control function in learning (Cohen, 2021; Standaert et al., 2021). These utterances are related to affirming students' academic responsibility and discipline. Pragmatically, this form reinforces the regulatory dimension of classroom communication. However, findings indicate that teachers still couch demands in politeness, thus avoiding excessive resistance from students.

Challenging speech acts, although the least frequent, have a significant motivational function. This form encourages active participation and student courage. In a pedagogical context, challenging speech acts serve as cognitive stimuli that stimulate critical thinking and courageous argumentation (Jamil, Urooj, & Muhammad, 2025; Lee, Hwang, & Lee, 2024). This indicates that teacher communication is not only instructional but also transformational.

Teacher Speaking Strategies in Learning

The dominant strategy of speaking frankly without small talk (BTTB) indicates that teachers prioritize clarity and efficiency in communication. In a learning context, especially when time is limited and the classroom must remain conducive, this strategy is a rational choice. Direct speech minimizes the potential for misinterpretation and expedites student responses.

However, the dominance of direct strategies does not mean neglecting politeness. Research findings show that teachers continue to combine assertiveness with positive and negative politeness strategies. The BTDKP strategy is used to build emotional closeness, while the BTDKN strategy is used to maintain social distance and avoid threats to students' self-esteem.

From the perspective of Leech's (1983) politeness theory, this combination of strategies demonstrates a balance between the regulatory and relational functions of language. Teachers aim not only to convey messages but also to maintain social harmony in the classroom. This demonstrates the crucial role of teachers' pragmatic competence in creating an effective learning climate.

This variety of speaking strategies also demonstrates the contextual nature of learning communication (Jubhari, Sasabone, Nordin, & Kechik, 2022; Jubhari, Sasabone, & Nurliah, 2022). Teachers adapt their speech to the situation, goals, and characteristics of their students. Thus, learning success is determined not only by the material delivered, but also by how the message is linguistically constructed (Abe, 2020; Kyrpychenko et al., 2021; Yu & Zadorozhnyy, 2022).

Student Responses to the Teacher's Directive Speech Acts

Student responses dominated by accepting responses indicate that the teacher's speech act successfully achieved the intended illocutionary goal (Rewai & Junaid, 2021; Yulian & Mandarani, 2023). In speech act theory, illocutionary success is characterized by the presence of a perlocutionary effect that aligns with the speaker's intent (Labinaz, 2021; Lewinski, 2021; Stevani et al., 2023). Accepting responses indicate that the teacher's instructions are understood and positively internalized.

Silence, which occurs in significant numbers, cannot be interpreted as communication failure (Bao, 2020). In the context of classroom pragmatics, silence is often a form of nonverbal acceptance or cognitive reflection (Gutiérrez & Paniagua, 2024; Shahwan, 2025). This demonstrates that communication does not always have to be verbal to be considered effective.

Clarification responses reflect healthy dialogic interactions. Students who provide clarification demonstrate active engagement in the learning process. Clarifications signal that students are striving to accurately understand the intended meaning of the utterance, thereby reducing the risk of

errors in task execution. This demonstrates that classroom communication is not one-way, but participatory.

The small number of rejection responses indicates a normal interpersonal dynamic. The rejections were not confrontational, but rather situational and accompanied by rational reasons. This indicates that the teacher-student relationship is quite open, allowing students to feel safe expressing their conditions or limitations.

CONCLUSION

Based on the analysis of directive speech acts and teacher speech strategies in teaching negotiation texts in Indonesian language class X at SMK N 3 Padang, it can be concluded that teachers use various forms of directive speech acts, namely commands, requests, invitations, advice, and prohibitions, with the dominant form of commands functioning to manage the class and direct learning activities effectively. In delivering these directives, teachers employ both direct and indirect strategies; direct strategies are predominantly used to maintain assertiveness and efficiency in learning, while indirect strategies are utilized to maintain politeness and create a conducive interaction atmosphere. This variety of forms and strategies indicates that directive speech acts function not solely as instructions but also as a means of managing pedagogical interactions, tailored to the context, social relations, and needs of students to support the achievement of the learning objectives of negotiation texts.

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