



Directive Speech Acts and Speaking Strategies of Teachers in Biography Text Learning

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ABSTRACT

This study aims to describe the forms of directive speech acts and speaking strategies used by Indonesian language teachers during biography text learning in Grade X of SMA Negeri 1 Ampek Angkek. This research employed a qualitative approach with descriptive methods. Data were collected from January 27 to February 10, 2026, across four meeting sessions. The data sources consisted of oral utterances produced by the Indonesian language teacher, Ibu Revvi Mithania, S.Pd., M.Pd., Gr., during classroom interactions. Data collection techniques included non-participant observation (SLBC), note-taking, and audio-video recording. Data validation used triangulation techniques involving the researcher, the academic supervisor, and a language expert. The analysis involved transcription, identification, classification, and interpretation of directive utterances. The findings revealed 203 directive speech act utterances comprising six forms: (1) questioning with 106 utterances (52.2%), (2) ordering with 64 utterances (31.5%), (3) requesting with 2 utterances (1.0%), (4) demanding with 14 utterances (6.9%), (5) advising with 12 utterances (5.9%), and (6) challenging with 5 utterances (2.5%). Regarding speaking strategies, four strategies were identified: (1) bald on-record (BTTB) with 139 utterances (68.5%), (2) positive politeness (BTBKP) with 54 utterances (26.6%), (3) negative politeness (BTBKN) with 5 utterances (2.5%), and (4) off-record (BSS) with 5 utterances (2.5%). The off-heart strategy (BDH) was not found. The dominant use of the questioning form and the bald on-record strategy indicates that the teacher prioritized direct and efficient communication during biography text learning.

Keywords: directive speech acts, speaking strategies, biography text, learning

Tindak Tutur Direktif dan Strategi Bertutur Guru dalam Pembelajaran Teks Biografi

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bentuk tindak tutur direktif dan strategi bertutur yang digunakan oleh guru bahasa Indonesia dalam pembelajaran teks biografi pada kelas X SMA Negeri 1 Ampek Angkek. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dilakukan mulai 27 Januari hingga 10 Februari 2026 dalam empat pertemuan. Sumber data berupa tuturan lisan guru bahasa Indonesia, Ibu Revvi Mithania, S.Pd., M.Pd., Gr., selama interaksi di kelas. Teknik pengumpulan data menggunakan simak bebas libat cakap (SLBC), catat, dan rekam audio-video. Pengabsahan data menggunakan teknik triangulasi yang melibatkan peneliti, dosen pembimbing, dan ahli bahasa. Analisis data meliputi transkripsi, identifikasi, klasifikasi, dan interpretasi tuturan direktif. Hasil penelitian menemukan 203 tuturan direktif yang terdiri dari enam bentuk: (1) bertanya sebanyak 106 tuturan (52,2%), (2) menyuruh sebanyak 64 tuturan (31,5%), (3) memohon sebanyak 2 tuturan (1,0%), (4) menuntut sebanyak 14 tuturan (6,9%), (5) menyarankan sebanyak 12 tuturan (5,9%), dan (6) menantang sebanyak 5 tuturan (2,5%). Adapun strategi bertutur yang ditemukan meliputi empat strategi: (1) bertutur terus terang tanpa basa-basi (BTTB) sebanyak 139 tuturan (68,5%), (2) bertutur terus terang dengan basa-basi kesantunan positif (BTBKP) sebanyak 54 tuturan (26,6%), (3) bertutur terus terang dengan basa-basi kesantunan negatif (BTBKN) sebanyak 5 tuturan (2,5%), dan (4) bertutur samar-samar (BSS) sebanyak 5 tuturan (2,5%). Strategi bertutur dalam hati (BDH) tidak ditemukan. Dominasi bentuk bertanya dan strategi BTTB menunjukkan bahwa guru lebih banyak menggunakan komunikasi yang langsung dan efisien dalam pembelajaran teks biografi.

Kata kunci: tindak tutur direktif, strategi bertutur, pembelajaran, teks biografi

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INTRODUCTION

Language is a crucial communication tool in everyday life. As social beings, humans are constantly engaged in communication activities, whether at home, in the workplace, or in educational institutions. In the school environment, language serves as the primary means of establishing communication between teachers and students. Through effective communication, teaching and learning interactions can proceed optimally, thereby achieving learning objectives. In the learning context, teachers utilize spoken language as a form of speech act appropriate to the situation and context of classroom interactions. These speech acts are a crucial part of the communication strategy used to direct, guide, and facilitate students' learning processes.

Speech acts are part of the study of pragmatics, emphasizing the meaning of utterances based on the context in which they are used. In this study, speech is understood not simply as a series of words, but as a communicative act with a specific purpose, objective, and impact on the interlocutor. The utterances delivered by speakers do not occur randomly but rather contain social and psychological functions that can influence the response of the interlocutor. In addition to conveying information, speech also plays a role in expressing the speaker's feelings, attitudes, and desires to the interlocutor in communication interactions. Levinson (in Nadar, 2009:4) argues that pragmatics is the study of the relationship between language and context, grammaticalized or codified in language structure. Yule (2014:3) states that pragmatics is the study of meaning conveyed by speakers and interpreted by listeners. One type of utterance frequently used in learning interactions is the directive speech act, which is an utterance aimed at encouraging the interlocutor to perform an action according to the speaker's wishes. Directive speech acts are one of the five types of illocutionary speech acts proposed by Searle (in Putradi and Supriyana, 2024:80). This speech act aims to influence the interlocutor to perform an action. Rahardi (2005:36) states that a

directive speech act is a form of speech intended by the speaker to influence the interlocutor to perform an action, for example, ordering, commanding, requesting, and advising. Yani (2024) groups directive speech acts into six categories: asking, ordering, requesting, suggesting, demanding, and challenging.

A speaking strategy is a particular method or technique used by speakers in conveying speech. Brown and Levinson (in Syahrul, 2008:18) suggest that there are five speaking strategies, namely (a) speaking frankly without preamble (BTTB), (b) speaking with positive politeness pleasantries (BTBKP), (c) speaking with negative politeness pleasantries (BTBKN), (d) speaking vaguely (BSS), and (e) speaking silently or silently (BDH). These strategies are closely related to the concept of positive and negative face which needs to be maintained in every communication interaction.

Several previous studies have highlighted the pattern of directive speech acts in the classroom. Yuli and Nawawi's (2023) study concluded that directive speech acts are often used predominantly in direct speech, resulting in one-way communication in the classroom. Furthermore, Jefiza's (2023) study found that commands are used more frequently than requests, leading to more communicative relationships in the classroom being built through direct instruction. In a similar context, Aulia's (2024) study showed that questions are more effective in encouraging active student participation, but they are not always used optimally in learning practices. Miona and Tressyalina's (2024) study found that teachers use various forms of directive speech acts, such as ordering, suggesting, requesting, demanding, and prohibiting, with the command form being the most dominant. Meanwhile, Novrini and Zuve's (2024) findings indicate that the most dominant directive speech act used by teachers is the command form, and the most frequently used speech strategy is direct, straightforward speech. Based on preliminary observations conducted by researchers during the Educational Field Practice (PLK) activities from January to June 2025 at SMA



Negeri 1 Ampek Angkek, teachers used various forms of speech acts in their interactions with students. The most frequently used type of speech act was the directive. However, in practice, it was found that not all teacher utterances elicited the expected response. When teachers gave instructions such as "Do you understand this part?" or "Try doing number one first," some students remained silent, nodded uncertainly, or stared at the teacher without responding.

This situation demonstrates that the effectiveness of directive speech acts is highly dependent on the teacher's speaking strategies. Teachers need to adapt their utterances to the context, classroom situation, and student characteristics for more effective communication. This phenomenon is interesting to study because it is directly related to teachers' pedagogical and communicative competence. In learning Indonesian, directive speech acts and teacher speaking strategies have an important role, especially in teaching biographical texts which function to present the life story of a figure in a coherent, informative, and inspiring manner, while at the same time instilling exemplary values in students.

Based on the focus of the problem described above, the research problem is formulated as follows. First, what forms of directive speech acts are used by teachers in teaching biographical texts in grade X students of SMA Negeri 1 Ampek Angkek? Second, what speech strategies are used by teachers in teaching biographical texts in grade X students of SMA Negeri 1 Ampek Angkek?

Based on the problem formulations explained above, the objectives of this research are as follows: First, to describe the forms of directive speech acts used by teachers in teaching biographical texts in grade X students of SMA Negeri 1 Ampek Angkek. Second, to describe the speech strategies used by teachers in teaching biographical texts in grade X students of SMA Negeri 1 Ampek Angkek.

This research is expected to provide benefits both theoretically and practically. Theoretically,

the results of this study can broaden insights in the field of linguistics, particularly in the study of pragmatics related to teachers' directive speech acts when teaching biographical texts in grade X students of SMA Negeri 1 Ampek Angkek. Practically, this research is also expected to be useful for several parties. First, for Indonesian language teachers, this research is expected to serve as a reference material to enrich the use of directive speech acts in learning activities. Second, for students, this research is expected to encourage a more positive attitude in participating in Indonesian language learning, especially in responding appropriately to teacher speech. Third, for other researchers interested in similar topics, this research is expected to serve as a starting point for developing more in-depth follow-up research. Relevant research shows that studies on directive speech acts and teacher speech strategies have been conducted in various learning contexts. Research by Yuli and Nawawi (2023) found a predominance of directive speech acts in the form of direct speech. Research by Jefiza (2023) showed that the command form was more dominant than the request form. Research by Aulia (2024) found that the question form was more effective in encouraging student participation. Research by Miona and Tressyalina (2024) demonstrated the dominance of the command form in teachers' use of directive speech acts. Meanwhile, Novrini and Zuve (2024) found that the direct, straightforward speech strategy was more dominant in learning.

Although previous research has examined directive speech acts and teachers' speaking strategies in learning, research that specifically examines the form of directive speech acts and Indonesian language teachers' speaking strategies in learning biographical texts in class X SMA Negeri 1 Ampek Angkek is still limited. Therefore, this research is important to provide a more specific picture of the use of directive speech acts and teachers' speaking strategies in the context of learning biographical texts.

METHOD

This research is a qualitative study using descriptive methods. According to Sugiyono (2013:15), qualitative research is a research method based on the philosophy of postpositivity, used to examine the natural conditions of objects, where the researcher serves as the key instrument. This research was conducted to find a clear, objective, systematic, and thorough picture of the facts obtained from the directive speech acts of Indonesian language teachers in the teaching and learning process of biographical texts in grade X of SMA Negeri 1 Ampek Angkek.

The data in this study consisted of words, phrases, or sentences communicated by the Indonesian language teacher in the biographical text lesson in grade X of SMA Negeri 1 Ampek Angkek. The researcher was directly involved in the learning process and recorded all teacher utterances, both in audio and video format, for more thorough analysis. The data source for this research was the speech of the Indonesian language teacher, Mrs. Revvi Mithania, S.Pd., M.Pd., Gr. The research was conducted over four learning sessions, from January 27 to February 10, 2026, in class X E-2 students at SMA Negeri 1 Ampek Angkek.

SMA Negeri 1 Ampek Angkek was chosen as the research location because the school actively implements Indonesian language learning based on the Independent Curriculum, particularly in literary texts. Based on initial observations, variations in the use of directive speech acts were found in the learning process, which are relevant for further study. Class X was chosen as the research subject because the students are in the early stages of learning literary texts in high school, allowing the researcher to observe more natural interaction patterns between teachers and students.

The primary instrument in this research was the researcher herself. As stated by Sugiyono (2014:8), the primary instrument in qualitative research is the researcher herself (human

instruments). During the research process, the researcher used supporting instruments in the form of video and audio recorders (cell phones), writing instruments, and observation sheets. The recorder was used to capture teacher speech acts during the teaching and learning process, while the observation sheets served to record nonverbal behavior that could not be captured by the recorder.

The data collection method applied in this study was free listening and conversation (SLBC). This technique emphasizes the researcher's position as not being involved in the conversation or dialogue that is the focus of the research (Sanajaya, 2021). The data collection stages were carried out through several steps: (1) the researcher tapped all teacher utterances during the learning process; (2) the researcher listened to the teacher's utterances by reading audio and video transcripts; (3) the researcher listened and carefully observed every utterance containing directive speech acts in the classroom; and (4) all utterances containing directive speech acts were recorded and classified into tables as a form of data grouping to facilitate analysis.

The data validation technique used in this study was triangulation. According to Moleong (2010), triangulation is a data examination technique that utilizes something other than the data itself for verification or comparison purposes. The triangulation used included source triangulation and technical triangulation, involving the researcher, the supervisor (Dra. Ermawati Arief, M.Pd.), and the Indonesian language teacher at the research site. Checking was conducted three times to minimize errors and ensure the accuracy of the research data.

The data analysis technique was implemented through several steps. First, the data obtained from audio recordings were converted into written form. Second, the researcher identified directive speech acts used by the Indonesian language teacher. Third, the data were classified based on the type of directive speech act and its



corresponding speech strategy. Fourth, the researcher conducted an in-depth analysis of the classified data. Fifth, the researcher concluded the data based on the entire data collection and analysis process, resulting in accurate and scientifically accountable findings. Data analysis refers to Yani's (2024) theory for directive speech acts and Brown and Levinson's (in Syahrul, 2008) theory for speaking strategies.

Table-1
 Indicators of Directive Speech Act Types

No.	Indicators of Directive Speech Act Types	Descriptor
1	Questioning	Uses question words (<i>what, who, where, when, why, how, and the particle -kah</i>)
2	Ordering	Uses the words <i>let's, try, should, please</i> ; uses the particle <i>-lah</i>
3	Requesting	Contains the meaning of requesting politely; uses politeness markers for requesting, the particle <i>-lah</i> ; uses expressions such as <i>would you kindly, could, if only</i>
4	Demanding	Contains the meaning of insistence marked by the words <i>let's or come on</i> ; uses the words <i>expect or must</i>
5	Advising	Contains the meaning of suggestion; uses politeness markers such as <i>should, ought to, better, and had better</i>
6	Challenging	Uses words/sentences intended to motivate; uses expressions such as <i>who knows and who can</i>

Table-2
 Speaking Strategy Indicators

No.	Speaking Strategy	Descriptor
1	Bald on Record (BOR)	Presented through direct speaking strategies; closeness has been established between the speaker and the hearer; no small talk
2	Positive Politeness Strategy (PPS)	Uses identity markers; gives reasons; involves the speaker and the hearer; seeks agreement; gives appreciation
3	Negative Politeness Strategy (NPS)	Hedged utterances with formal language; indirect utterances; apologetic utterances; impersonal utterances
4	Off Record (OR)	Uses signals; uses associative clues; states more than reality; uses metaphors; creates irony
5	Don't Do the FTA (DDFTA)	The speaker does not want to express feelings and chooses silence; the most indirect strategy

RESULTS

Based on the results of research on Indonesian language teachers' utterances in biographical text learning in grade 10 of SMA Negeri 1 Ampek Angkek, data obtained amounted to 203 directive utterances from four learning sessions. The research findings cover two main areas: the forms of directive speech acts and the forms of teacher speech strategies. The following presents the results systematically.

1. Forms of Teachers' Directive Speech Acts in Biography Text Learning

Based on data analysis, six forms of directive speech acts were identified as being used by teachers in biographical text learning in grade 10 of SMA Negeri 1 Ampek Angkek. Details of this data are presented in Table 1 below.

Table 3
 Types of Teachers' Directive Speech Acts in Biography Text Learning at Grade 10 of SMA Negeri 1 Ampek Angkek

No.	Directive Speech Act Type	Total	Percentage (%)
1	Questioning	106	52,20%
2	Ordering	64	31,50%
3	Requesting	2	1,00%
4	Demanding	14	6,90%
5	Advising	12	5,90%
6	Challenging	5	2,50%
	Total	203	100%

Based on Table 1, the directive speech act of asking questions was the most dominant form used by teachers, with 106 utterances (52.2%). Commanding followed with 64 utterances (31.5%), followed by demanding with 14 utterances (6.9%), suggesting with 12 utterances (5.9%), challenging with 5 utterances (2.5%), and requesting with 2 utterances (1.0%). The following provides

explanations and examples of each form of directive speech act found.

The directive speech act of asking questions was found with 106 utterances. This form dominates because teachers frequently use questions to obtain information, check students' understanding, and encourage student engagement in learning activities. For example: "Are there two chairs available?" (TD.03) — this utterance is delivered by the teacher to students to obtain information regarding the availability of chairs, which is characterized by an interrogative sentence using the question word "is there or not." A second example: "When we create a biography of a person, does it have to include facts, Ananda?" (TD.54) — The teacher asked questions to ensure students' understanding of the concept of biographical writing, which must be based on facts.

The directive speech act of ordering was found in 64 utterances. This speech act serves to provide direct instructions to students in various learning activities, such as completing assignments, preparing equipment, and directing class activities. Example: "Please introduce yourself, Mrs. Fani." (TD.05) — The teacher used the word "please" as a sign of a polite command. Second example: "Now take your seat, Azan. Please sit outside facing this. Hurry up, I want to study." (TD.111) — The teacher gave firm instructions to students to comply with class rules.

The directive speech act of requesting was found in 2 utterances. This form is used by teachers in certain situations that require a more polite attitude and do not directly command. Example: "So, I ask you to cooperate with each other to help your older siblings succeed in their research, okay?" (TD.11) — the teacher conveys a request to students using the word "mohonkan" as a marker of politeness that is subtle.

Directive speech acts require the discovery of 14 speech data. This form is used by teachers to emphasize instructions so that students immediately carry out the assigned task or activity. Example: "Anyway, today, when the Indonesian



language period is there, there will be a printout" (TD.16) — the teacher demands that students fulfill obligations, which is marked by the use of the words "okoknya" and "harunya" as markers of emphasis and obligation. Second example: "It must be finished by Friday, okay!" (TD.150) — the use of the word "harunya" contains the meaning of obligation and strong emphasis.

Directive speech acts suggested were found in 12 utterances. This form is used by speakers to convey suggestions or input to their interlocutors. For example: "Ketek bana Nak, cibolah kalau lai muek" (TD.65), which means "It's very small, Nak, try it if it fits." — the teacher advises students to adjust their work, using the word "try" as a non-coercive suggestion. Second example: "Maybe the box here for personal identity, the text would be better" (TD.168) — the word "maybe" indicates a form of suggestion that gives students space to consider the suggestion.

Directive speech acts challenged were found in 5 utterances. This form is used to encourage the interlocutor's motivation to do something according to the speaker's wishes and expectations. For example: "Before we continue, who still remembers what a biography text is? Raise your hand, say your name, or Mom will point." (TD.83–84) — the teacher challenges students to demonstrate understanding and involvement in the learning process. Second example: "Behind the speaker, could you repeat the last sentence, yes, you! Can you repeat what I just said?" (TD.101) — the teacher challenges students to demonstrate their understanding.

2. Teacher Speaking Strategies in Biography Text Learning

Based on data analysis, four forms of speaking strategies were found to be used by teachers in the biographical text learning process in grade X of SMA Negeri 1 Ampek Angkek, out of a total of 203 directive utterances. Details of this data are presented in Table 2 below.

Table 4
 Teachers' Speaking Strategies in Biography Text Learning at Grade X of SMA Negeri 1 Ampek Angkek

No.	Speaking Strategy Types	Total	Percentage (%)
1	Bald on Record (BOR)	143	70,40%
2	Positive Politeness Strategy (PPS)	54	26,60%
3	Negative Politeness Strategy (NPS)	5	2,50%
4	Off Record (OR)	1	0,50%
5	Don't Do the FTA (DDFTA)	0	0%
6	Total	203	100%

Based on Table 4, the direct, no-nonsense (BTTB) strategy was the most dominant strategy used by teachers, with 143 utterances (70.4%). The BTBKP strategy came in second with 54 utterances (26.6%), followed by the BTBKN strategy with 5 utterances (2.5%), and the BSS strategy with 1 utterance (0.5%). The BDH strategy was not found in this biography text lesson.

The direct, no-nonsense (BTTB) strategy was the most frequently used strategy. Teachers tended to use this strategy because they already had close relationships with their students, and the students they taught were in grade 10, which led to teachers using direct speech strategies more frequently. Examples of the BTTB strategy in the speech act of asking include: "Nanda, did you have any homework yesterday?" and "Did you bring anything?" (TD.01–02) — these utterances were delivered directly without using additional expressions. Examples of the BTTB strategy in the speech act of ordering include: "If there is one, you can do it directly now" and "Mark this biography or this identity. Please mark it directly!" (TD.47–48) — The use of the word "immediately" emphasizes that the action must be taken without delay.

The strategy of speaking frankly with positive polite small talk (BTBKP) was the second most frequently used strategy, with 54 utterances. Teachers tend to use this strategy because the relationship between the teacher and students has been well-established and the learning atmosphere is quite friendly. Example: "May I sit down, Miss Fani?" (TD.06) — The utterance is delivered directly but includes the greeting "Miss Fani" and the word "please," indicating politeness and friendliness. Second example: "Nanda, what did I tell you, son?" (TD.66) — The use of the greetings "Nanda" and "son" demonstrates closeness and attention to the student.

The strategy of speaking frankly with negative polite small talk (BTBKN) was found in 5 utterances. This strategy is used to protect the negative face of the interlocutor, namely individual freedom to avoid feeling pressured. Example: "Hmm, tomorrow if I give you a grade while talking, I'll give you a 6, okay?" (TD.89) — the use of the word "buliah" (allowed) indicates a request for permission or agreement from the interlocutor. Second example: "Okay Nanda, can you please erase the board?" (TD.173) — the use of the words "allowed" and "please" reflects the speaker's cautious attitude.

The vague speech strategy (BSS) was found in only one utterance. This strategy is used when the speaker is about to perform a speech act that has the potential to threaten face, but does not want to take full responsibility. Example: "Iko nan di dakek Azan lah laloknyo, lah tibonyo di Arab. Mau ubah apa nama?" (TD.197) which means "This one near Azan is already asleep, he has arrived in Arab" — the expression "has arrived in Arab" is a form of subtle dig at students who fall asleep in class, not a literal statement.

To clarify the overall data overview, the following table contains examples of directive utterances, along with the types of speech acts and speaking strategies used by teachers.

Table 5
 Examples of Teachers' Directive Utterances, Directive Speech Act Types, and Speaking Strategies in Biography Text Learning

No.	Utterance Examples	Directive Speech Act Type	Strategy
1	"Are there two chairs available?"	Questioning	Bald on Record (BOR)
2	"Should facts be included?"	Questioning	Bald on Record (BOR)
3	"Please introduce yourself to Mrs. Fani."	Ordering	Positive Politeness Strategy (PPS)
4	"Please attach it to each group's cardboard."	Ordering	Bald on Record (BOR)
5	"I kindly ask you to cooperate with one another"	Requesting	Positive Politeness Strategy (PPS)
6	"The printout must be available today."	Demanding	Bald on Record (BOR)
7	"It must be completed by Friday!"	Demanding	Bald on Record (BOR)
8	"It is very small, dear. Please try if it fits"	Advising	Positive Politeness Strategy (PPS)
9	"Maybe the box here is for personal identity first, then the text would be better."	Advising	Positive Politeness Strategy (PPS)
10	"Who can still remember the definition of a biography text?"	Challenging	Bald on Record (BOR)



11	"He has already arrived in Arabia."	Challenging	Off Record (OR)
12	"Could you please erase the board."	Ordering	Negative Politeness Strategy (NPS)

DISCUSSION

Based on the research findings, six forms of directive speech acts and four forms of narrative strategies used by teachers in teaching biographical texts in grade 10 students at SMA Negeri 1 Ampek Angkek have been described. In this discussion section, these findings are linked to relevant theories and previous research results.

Forms of Teacher Directive Speech Acts

The directive speech act of asking questions was the most dominant form used by teachers, with a total of 106 utterances (52.2%). The dominant use of this speech act indicates that teachers encourage students to actively think, respond, and understand the material through question-and-answer activities. This aligns with Wati's opinion (in Alamsyah, 2023), who states that questioning speech acts are characterized by the use of question marks and question words such as what, who, where, when, why, how, and the particle -kah. This finding is also consistent with the research of Yani (2024), who found that the questioning speech act was the most dominant form used by teachers in the Indonesian language learning process at SMA Negeri 3 Bukittinggi, with 47 out of 110 utterances. Esa's (2023) research found that questions were the dominant form (97 out of 156 utterances) in learning at SMP Negeri 1 Batusangkar.

The directive speech act of ordering ranked second with 64 utterances (31.5%). The high use of ordering speech acts reflects the teacher's role as a speaker with authority in directing students. This is in line with Rahardi (2009:96), who stated that ordering speech acts are generally characterized by the use of politeness markers such as "coba," "Ayo," "mohon," and "untuk." This

finding differs from the research of Kencana and Noveria (2023), who found ordering speech acts to be the most dominant (135 out of 202 utterances) in learning at SMA Negeri 1 Pasaman, West Pasaman. These differences indicate that the learning context and school characteristics influence teachers' tendency to use directive speech acts.

The directive demand was found in 14 utterances (6.9%). This form is used to apply pressure or urge students to immediately carry out instructions. Rahardi (2009:100) states that the demand speech act is characterized by the use of the words "Ayo" or "Mari" (let's go), reinforced by the words "harap" or "must." The speech act "suggest" was found in 12 utterances (5.9%), which function to convey recommendations to the interlocutor. The use of politeness markers such as "should," "ought," "better," and "should" is a characteristic of these utterances (Rahardi, 2009:114). The presence of the suggest form indicates that the teacher is not only instructive but also provides space for students to consider the direction independently.

The directive challenge was found in 5 utterances (2.5%). This form serves to provide motivational encouragement to students to actively participate in learning. Elmita et al. (2013) stated that a challenging speech act is an utterance aimed at motivating someone to do what is said. This finding indicates that teachers use the challenge form as a strategy to increase student engagement and motivation. The directive speech act of requesting is the least frequently used form, with only 2 utterances (1.0%). This indicates that in the learning context, teachers use more assertive and direct forms of directives. This finding is consistent with Yani's (2024) research, which also found requesting to be the least frequently used form, with 4 utterances.

Teachers' Speaking Strategies

The direct, no-nonsense (BTTB) strategy was the most dominant strategy, with 143 utterances (70.4%). The high use of this strategy indicates

that teachers predominantly use direct, straightforward speech without additional phrases, so that instructions and questions can be quickly understood by students. Syahrul (2008) explains that the BTTB strategy is a form of direct speech that does not use small talk, because the speaker explicitly conveys their meaning according to the type of sentence used. This finding aligns with Yani's (2024) research, which found the BTTB strategy to be the most dominant (66 out of 120 utterances) in learning at SMA Negeri 3 Bukittinggi.

The direct, no-nonsense, positive politeness (BTBKP) strategy ranked second, with 54 utterances (26.6%). These findings indicate that teachers not only use instructive speech but also build positive relationships with students through the use of warmer language. Positive politeness, as explained by Brown and Levinson (in Syahrul, 2008), serves to protect the positive face of the interlocutor, namely the need to be respected, accepted, and considered part of the group. In contrast to these findings, research by Kencana and Noveria (2023) found BTBKP to be the most dominant strategy (90 out of 202 utterances), reflecting differences in teachers' communication approaches between the two research contexts.

The strategy of speaking frankly with negative politeness (BTBKN) was found in 5 utterances (2.5%). This strategy emerged in certain situations that required speakers to be more careful in their speech, such as when giving reprimands or seeking students' approval. Brown and Levinson (in Syahrul, 2008) explained that negative politeness serves to protect the interlocutor's negative face, namely the individual's freedom to avoid feeling pressured. The strategy of vague speech (BSS) was found in only 1 utterance (0.5%). The low use of this strategy indicates that teachers prefer to convey their meaning directly rather than through implied or figurative language, except in certain situations that require a more subtle approach to avoid offending students.

The silent speaking strategy (SWI) was not found at all in this study. This is understandable

because the relationship between teachers and students is already close, harmonious, and well-established. Teachers understand the characteristics of each student, thus preferring to use direct speech strategies. Furthermore, the silent speaking strategy is less supportive of directly conveying the speaker's wishes to the conversation partner in a formal learning context.

Overall, the dominance of questioning speech acts and SWI strategies in this study illustrates a teacher communication pattern that emphasizes clarity of instructions and student active participation in the learning process. This finding has important implications for learning practice, particularly in the context of developing communicative and pedagogical competence in Indonesian language teachers. Teachers who are able to vary their directive speech acts and speech strategies appropriately according to the context will create a more communicative, interactive, and meaningful learning environment for students.

Based on Table 4, this study appears to be similar to Yani's (2024) study in terms of the dominance of questioning speech acts and BTTB strategies. Significant differences are seen in the study by Kencana and Noveria (2023), who found directive speech acts and BTBKP strategies to be the most dominant. These differences may be influenced by the research location, grade level, material taught, and the characteristics of the teachers who were the subjects. This study has the advantage of a larger data set (203 utterances) and a focus on specific biographical texts, thus providing a more detailed picture of teacher communication patterns in the context of teaching nonfiction literary texts. However, this study's limitations lie in the data source, which only involved one teacher from one school, so these findings cannot be broadly generalized.

CONCLUSION

First, there are six forms of directive speech acts used by teachers in teaching biographical texts: asking (106 utterances, 52.2%), ordering (64 utterances, 31.5%), demanding (14 utterances,



6.9%), suggesting (12 utterances, 5.9%), challenging (5 utterances, 2.5%), and requesting (2 utterances, 1.0%). The directive speech act of asking is the most dominant form used, while the speech act of requesting is the least used. The dominance of the speech act of asking indicates that teachers in the process of teaching biographical texts mostly use speech acts that are intended to explore information and encourage active student participation. Second, there were four types of speaking strategies used by teachers: direct, no-nonsense speaking (BTTB) (143 utterances, 70.4%), direct, no-nonsense speaking (BTBKP) (54 utterances, 26.6%), direct, no-nonsense speaking (BTBKN) (5 utterances, 2.5%), and vague speaking (BSS) (1 utterance, 0.5%). The silent speaking (BDH) strategy was not found in this study. The BTTB strategy was the most dominant strategy used by teachers because the relationship between teachers and students was already close and harmonious, so teachers preferred to convey their intentions directly without further ado.

The findings of this study provide a comprehensive overview of Indonesian language teachers' communication patterns in teaching biographical texts in high school. The variations in the use of directive speech acts and speaking strategies found reflect teachers' ability to manage classroom interactions dynamically and contextually. This research is expected to be useful for teachers as reference material to enrich the way of using directive speech acts in learning activities, for students to encourage a more positive attitude in responding to teacher speech, and for further researchers as a starting point for developing more in-depth further research on pragmatics in the educational context.

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