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## TEACHER'S DIRECTIVE SPEECH ACT ON STRENGTHENING THE STUDENTS' CHARACTER AT SMPS BUNDA MULIA SILIMAKUTA

### Abstrak

Penelitian ini berkaitan dengan analisis tindak tutur direktif dari tuturan guru BK selama proses pembelajaran. Hal ini bertujuan untuk mengetahui jenis-jenis tindak tutur direktif guru terhadap penguatan karakter siswa dan jenis tindak tutur direktif guru yang paling dominan terhadap penguatan karakter siswa. Desain penelitian penelitian ini adalah deskriptif kualitatif. Ruang lingkup penelitian ini adalah fokus pada tindak tutur direktif. Penulis mengambil data dari ucapan-ucapan guru bimbingan dan konseling selama proses pembelajaran. Data penelitian ini adalah tipe urutan sajian frekuensi dominan dari kedua belas tipe tindak tutur direktif. Tindak tutur direktif menurut Searle & Vanderveken, (1985:37) menyatakan bahwa tindak tutur direktif mempunyai maksud adalah berusaha menyuruh orang lain melakukan sesuatu. Mereka mengungkapkan apa yang diinginkan pembicara. Dari analisis tersebut peneliti menemukan hasil; Terdapat 148 data atau ujaran dengan 12 jenis tindak tutur direktif yang diwujudkan sebagai berikut: memerintahkan 21 ucapan (14,18%), menceritakan 16 ucapan (10,81%), meminta 15 ucapan (10,13%), mengarahkan 14 ucapan (9,45%), melarang 14 ucapan (9,45%), melarang 14 ucapan (9,45%), menasihati 13 ucapan (8,78%), meminta 13 ucapan (8,78%), menyarankan 10 ucapan (6,75%), mendesak 8 ucapan (5,40%), memperingatkan 6 ucapan (4,05%), dan merekomendasikan 4 ungkapan (2,70%). Dan jenis tindak tutur direktif yang paling dominan digunakan guru BK dalam proses belajar mengajar adalah perintah dengan jumlah tuturan sebanyak 21 kali (14,18%).

**Kata Kunci:** Analisis, Tindak Pidato Direktif, Tindak Pidato.

### Abstract

This study deals with an analysis of directive speech acts from guidance and counseling teacher's utterances during the learning process. It aims to find out the types of teacher's directive speech act on strengthening students' characters and the most dominantly of teacher's directive speech act on strengthening students' characters. The research design of this study is descriptive qualitative. The writer takes the data from guidance and counseling teacher's utterances during the learning process. The data of this study are order type serves dominant frequency of all twelve types of directive speech acts. Directive speech acts according to Searle & Vanderveken, (1985:37) state that the directive speech act has the point is to try to get other people to do things. They express what the speaker wants. From the analysis the researcher found the results; there are 148 data or utterances with 12 types of directive speech acts realized as follow: order 21 utterances (14.18%), tell 16 utterances (10.81%), request 15 utterances (10.13%), direct 14 utterances (9.45%), forbid 14 utterances (9.45%), prohibit 14 utterances (9.45%), advice 13 utterances (8.78%), ask 13 utterances (8.78%), suggest 10 utterances (6.75%), urge 8 utterances (5.40%), warn 6 utterances (4.05%), and recommend 4 utterances (2.70%). And the most dominant type of directive speech acts used by guidance and counseling teacher in teaching and learning process is an order with 21 utterances (14.18%).

**Keywords:** Analysis, Directive Speech Acts, Speech Acts.

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## INTRODUCTION

Pragmatics is the branch of linguistics that deals with speaker meaning, and context is necessary if we want to analyze speaker expressions in order to understand the relationship between speakers and language. Furthermore, pragmatics can be said to be the study of meaning conveyed by speakers and interpreted by listeners. The meaning of the study is not appearance directly to the eye's senses, or methods of discerning meanings without actually being said or written. Therefore, to know the true meaning of speech, we must first know the context.

Students' character is inherent in the student himself which is influenced by the interaction between students and each other, between students and teachers, between students and the school environment and between students and the community environment. From the interactions that students have such as talking, we can know and conclude how exactly the character of the student is. The character of the student in question and what is expected is the student's behavior that reflects as a student who has good character and has a character when interacting with others. The expected character of the student is when the student can do things that are honest, polite, disciplined, hard work, responsible, and so on. Because of the character students is very important to be built and shaped. The establishment is not only the responsibility of the school, but also the parents and themselves of the students. The student character seems to be fading these days. Especially now with the transition from online learning to face-to-face learning. Also, my observation is that students' current attitudes are not reflected to their friends, teachers, or even their parents as good students. As a result, teachers have some challenges in dealing with student personalities. So the teacher does not directly recognize the character of the student. This is because during online learning, teachers cannot directly see or observe each student's personality when giving instructions.

The direct speech act performed by the teacher is expected to be able to accept and follow what the teacher says, especially to strengthen and build the character of the student. Directed speech acts are intended to prepare the listener to act on what the speaker says. Directed speech acts are forms of speech directed by the speaker to influence the language partner to perform actions including questions, requests, coercions, prohibitions, and commands. Through the direct speech act that teachers give to their students, teachers can give their students better character and become role models for the community.

Based on the explanation above, directive speech acts are very important to be spoken, especially by teachers. Especially because over the past few years, learning that takes place from school is carried out online. Therefore, this speech is very important to provide excess speech acts to students, especially now that there is a shift from online learning to face-to-face learning to strengthen the characters of these students. This guide speech is very important and necessary for students to develop good character and discipline.

## METODE

According to Gay (1991) in (Sasmita et al., 2018), descriptive methods considered appropriate for describing the current state of a research subject. Arikunto (2002) in (Sasmita et al., 2018) also stated that descriptive research is research that explains or depicts the current situation. As Creswell (2012) in (Suryandani & Budasi, 2021) Qualitative Descriptive Research describe cultural problem using detailed description and to elaboration their opinions. This study focused on describing the varieties of teacher's directive speech on strengthening students' characters and the dominant of teacher's directive speech on strengthening students' characters in ninth grade at SMPS Bunda Mulia Silimakuta. Holistically, and through descriptions in the form of words and languages, in specific natural contexts, and by combining natural methods with research methods, such as analysis, recording, listening, and taking notes.

The method for gathering information used by writers is to write down and record the results of the recordings made on the smartphone. Recording can be done using the smartphone's recording device and the camera as a documentation tool. The writer records teacher dialogues or speeches during the learning process in the classroom, as well as teacher-student activities in the classroom.

In this study, the researcher employs some data collection techniques. Observation and documentation are the techniques used. Observation is a method of gathering data by closely

examining a phenomenon and providing evidence of it. The audio recording was carried out by the observation. The data will capture using an audio recorder.

The steps are as follows:

1. Recording the teacher's speech directly in class
2. Listen to the recording and try to understand what the teacher is saying
3. Listen to the recording again to check the accuracy of the data
4. Transcribing data into written form

## RESULT

Based on data that the researcher, the researcher analyzed was found there are 12 types of directive speech act. The first is Direct Speech Act with found in 14 utterances. The second is Request Speech Act with found in 15 utterances. The third is Ask Speech Act with found in 13 utterances. The fourth is Urge Speech Act with found in 8 utterances. The fifth is Tell Speech Act with found in 16 utterances. The sixth is Order Speech Act with found in 21 utterances. The seventh is Forbid Speech Act with found in 14 utterances. The eighth is Prohibit Speech Act with found in 14 utterances. The ninth is Suggest Speech Act with found in 10 utterances. The tenth is Warn Speech Act with found in 6 utterances. The eleventh is Advise Speech Act with found in 13 utterances. The twelfth is Recommend Speech Act with found in 4 utterances.

Table 1 Percentage of Directive Speech Acts.

No.	Types of Directive Speech Acts	Number of Directive Speech Acts	Percentage
1.	Direct	14	9.45 %
2.	Request	15	10.13 %
3.	Ask	13	8.78 %
4.	Urge	8	5.40 %
5.	Tell	16	10.81 %
6.	Order	21	14.18 %
7.	Forbid	14	9.45 %
8.	Prohibit	14	9.45 %
9.	Suggest	10	6.75 %
10.	Warn	6	4.05 %
11.	Advise	13	8.78 %
12.	Recommend	4	2.70 %
Total		148	100 %

## CONCLUSION

The types of directive speech acts used by guidance and counseling teacher at SMPS Bunda Mulia Silimakuta in the teaching and learning process, namely: direct, request, ask, urge, tell, order, forbid, prohibit, suggest, warn, advise, and recommend. The dominant type of directive speech acts used by guidance and counseling teacher in teaching and learning process is an order that reaches the highest percentage 14.18 %, followed by directive tell which reached 10.81 %, directive speech acts of request which reached 10.13 %, directive speech acts of direct 9.45 %, forbid directive which reached 9.45 %, prohibit directive which reached 9.45 %, directive speech acts of advice reached 8.78 %, directive speech acts of ask reached 8.78 %, directive speech acts of suggest reached 6.75 %, directive speech acts of urge reached 5.40 %, directive speech acts of warn reached 4.05 %, and directive speech acts of recommend reached 2.70 %. Based on the researcher's observation, orders and requests are orders. But what distinguishes them is their politeness. Requests are more polite than orders.

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