

GENDER REPRESENTATION IN DIRECTIVE SPEECH ACTS OF TEACHERS: A STUDY ON INDONESIAN LANGUAGE LEARNING IN AUTOMOTIVE VOCATIONAL HIGH SCHOOLS

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Article Info	Abstract
Article History Received: November 2023 Revised: January 2024 Published: April 2024	<i>This research is motivated by the many improper uses of language in learning. Some teachers often use regional language in teaching, as a result many students do not understand what the teacher is saying. This study aims to examine gender representation in directive speech acts in Indonesian language teachers at the Automotive Department Vocational High School in Pasaman Regency. Included in the type of qualitative research, this research applies descriptive analysis method. The research data is in the form of directive speech of male teachers and female teachers in Indonesian language learning at SMK Department of Automotive Pasaman Regency. It can be concluded that Indonesian teachers use various forms of directive speech acts, such as directions, orders, and instructions to students. Variants of the use of directive speech acts also show variations between male and female teachers, with three dominant variants commonly used by male teachers and five variants commonly used by female teachers. The results also reveal that female teachers tend to use the speech act of ordering or commanding as the dominant form, although they also show a sense of solidarity by using the speech acts of suggesting and advising. On the other hand, male teachers are more inclined to the direct approach and commanding without preamble. This difference reflects the complexity of the relationship between men's and women's language and thinking in the context of learning.</i>
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INTRODUCTION

Language is essentially important for human life. More than just a means of communication, language is the main pillar in the process of social interaction, knowledge transfer, and expression of thought. Its presence helps humans to understand each other, share ideas, and build complex relationships. In the context of pragmatics studies, language goals and intentions contain speech acts (Prayitno et al., 2019; Thuruvan & Yunus, 2017). Speech acts have the power to influence speech partners to behave in certain ways or otherwise (Adams, 2009; Beaver & von Fintel, 2007; Blum-Kulka, 1987). Speaking is a way to detect one's personality, what distinguishes one being from another. Speech acts have an important role in forming good relationships between fellow humans because language is a means of communication used between humans as social beings who cannot live alone. According to Ekawati (2017), a language shows the correlation between humans and their nation. As for sociolinguistics, language is considered as social behavior used by communication in everyday life so that language is used by humans to relate to others (Singh et al., 2018; Yuliana et al., 2013).

One of the manifestations of language is speech acts. Speech acts have an important role in human life (Syah, 2022). The role of speech acts in human life is manifested through learning. Language learning in schools does not only aim to teach language skills, but also to shape students' behavior and social values. The interaction between teachers and students in the classroom is inseparable from the use of language. One type of speech acts that teachers often use in learning is directive speech acts, such as giving orders, prohibitions, and appeals to students. This directive speech act is important to regulate student behavior in order to achieve learning goals. Hermaji (2019) explains that speech acts refer to actions expressed through speech or utterances. Therefore, speech or utterances that include a certain action can be interpreted as speech acts. For example, speech acts can be observed in the interaction between teachers and students, especially during the learning process in the classroom that uses spoken language as a medium of communication. Speech acts applied by teachers in the learning context have an important role as a means of communication and interaction. When delivering materials, managing class discussions, or giving assessments to students, teachers use various types of speech acts. Furthermore, teachers are not limited to using only one type of speech act, but present a variety of speech acts, including directive speech acts.

Facts in the field show that during the teaching and learning process, students still find it difficult to understand the language used by the teacher. This incomprehension can affect the effectiveness of the transfer of knowledge and information from teachers to students. Teachers' speech acts are sometimes also less polite and there are still many teachers who use local languages. In addition, male and female teachers also have differences in speech acts. Female teachers are more verbalized in their speech acts than male teachers. The use of language in each community varies according to the ethnicity, culture, and background of the community. According to Towairesh (2020), the form of language can be spoken by any society that affects other societies even though each individual remains motivated by the rules that apply in all levels of society. Given the influence of language that can change a person's behavior patterns so that it has shifted both culture, ethics, and existing norms (Richards, 2022).

Research on directive speech acts has been conducted by a number of researchers, including research by Marizal et al. (2021) which reveals that teachers use five directive speech acts, namely the form of requesting speech, hoping speech, command speech, please speech, and asking speech. The form of requesting speech is seen from the words please and come on, the form of hoping speech is seen from the words hope or hope, the form of command speech is seen from the words try and hurry, the form of asking speech is seen from the word please, and the form of asking speech is seen from the words what, who, and how. Darwis (2019) revealed that the form of directive speech acts of teachers in SMP Negeri 19 Palu consisted of directive forms of asking, ordering, and asking. The directive form of asking is characterized by the markers try, please, please and come on. The directive form of command is characterized by the markers please, hurry up, and pay attention. The directive form of asking is characterized by what, how much and how. While the function of directive speech acts is divided into two functions which include direct functions including: ordering, prohibiting, asking, indirect functions include: asking, prohibiting, commanding.

Research on language and gender has also been conducted by a number of researchers, including Sundoro (2020) who revealed that the use of code switching is more common in classes with male teachers than female teachers. Male students more often adhere to the principles of language politeness to female teachers than to male teachers and more often make deviations to male teachers than to female teachers. Meanwhile, female students more often adhere to the principles of language politeness to female teachers than to male teachers and more often make deviations to male teachers than to female teachers (Andriana et al., 2022; Yulandari, 2022). The positive impact of code switching by male teachers makes

learning more communicative and students seem enthusiastic about learning. The positive impact on classes with female teachers makes learning more formal because teachers can minimize the use of code switching. Spoken by female leaders in official meetings tend to be expressive, sympathetic, and rigative, while male leaders' utterances tend to be directive.

Therefore, this research is needed because it aims to explore the forms of directive politeness speech acts, identify the techniques of politeness of directive speech acts of male teachers and female teachers in the Automotive Department of Pasaman Regency and interpret the implications for Indonesian language learning. The study of directive speech acts on male teachers and female teachers will provide benefits to readers regarding speech act politeness strategies in the implementation of teaching and learning in the classroom, especially in Indonesian language subjects.

RESEARCH METHOD

Research Design

This research belongs to the type of qualitative research by applying descriptive analysis method. Moleong (2018) explains that qualitative research is an effort to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions holistically. The descriptive method aims to describe the state of a variable, symptom, or situation. Therefore, the purpose of this research is to provide a description of gender representation in the directive speech acts of male and female teachers, as well as its impact in Indonesian language learning at the Automotive Department Vocational High School in Pasaman Regency. This approach is done in a clear, systematic, and accurate way, reflecting the reality of the field. In line with the views of Sari et al. (2022) descriptive research aims to describe and explain a phenomenon as it is.

Research Participants

The participants in this study were Indonesian language subject teachers working within the Automotive Department Vocational School located in Pasaman Regency. Given the focus of the study on gender representation in directive speech acts, the participant pool consisted of an equal distribution of 2 male and 2 female teachers. This balanced representation aimed to ensure a comprehensive exploration of gender dynamics within the context of classroom discourse. To capture the intricacies of teacher-student interactions, the researcher employed recording devices, specifically smartphones, to document the teaching and learning processes in real-time. These recording devices were utilized to create both audio and video recordings of classroom activities, thereby capturing the nuances of verbal and non-verbal communication between teachers and students. The recorded data primarily comprised instances of the teachers' speech acts during Indonesian language learning sessions. These recordings provided a rich source of data for analysis, allowing the researcher to examine the ways in which gender influences the language choices and communicative strategies employed by teachers in instructional settings. Through systematic analysis of these recorded interactions, the study aimed to shed light on the complex interplay between gender identity, linguistic expression, and pedagogical practices within the context of vocational education.

Instruments

In this research, the technique of deep listening and discussion is employed, wherein the researcher assumes the role of an observer during speech events without actively participating. As elucidated by Mahsun (2013), *simak bebas libat cakap* is a methodological approach utilized when researchers maintain a non-participatory stance and solely observe the interactions unfolding among the subjects under study. By adopting this observational stance, researchers can maintain objectivity and minimize potential biases that may arise from direct involvement in the research subject. Instead, they focus on documenting and analyzing the

natural flow of communication and interaction among participants, thereby gaining insights into the dynamics of speech events without influencing them. The utilization of *simak bebas* *libat cakap* underscores the researcher's commitment to rigorous and impartial data collection, ensuring the integrity and validity of the research findings. By maintaining a detached yet attentive stance, researchers can glean valuable insights into the phenomena under investigation while upholding ethical standards and methodological rigor. Thus, the deep listening and discussion emerges as a valuable technique for facilitating comprehensive and nuanced observations of speech events in research settings. The instruments used in this study refer to the form of directive speech acts as follows.

Table 1
Research Instruments

No.	Directive Speech Acts	Male Teachers	Female Teachers
1.	Order		
2.	Request		
3.	Suggest		
4.	Advising		
5.	Challenging		

Data Analysis

Data analysis techniques refer to the methods or approaches used to process and interpret research data. The main purpose of this technique is to gain a better understanding of patterns, trends, and relationships in the data. The data analysis technique in this study was carried out with three procedures, namely reduction, presentation, and conclusion drawing (Miles & Huberman, 2009). These procedures helped the researcher to better understand and detail the research data, explain emerging patterns or trends, and generate representative conclusions. In addition, this procedure facilitates the decision-making process based on the data analysis that has been conducted.

RESEARCH FINDINGS AND DISCUSSION

Male Teacher's Directive Speech Acts

Male teachers' speech acts often show a more assertive and authoritative approach in giving directions to students. This communication style may reflect a desire to create discipline in the classroom and set clear boundaries. In giving instructions, male teachers often use more direct and assertive language, focusing on learning objectives with an emphasis on rules and student responsibilities. Male teachers' directive speech acts may also reflect a strong leadership aspect, where they seek to inspire and motivate students through assertiveness and modeling. In this context, male teachers may emphasize values such as responsibility, hard work and exemplarity as part of their direct actions.

Order

The speech act of telling refers to the form of speech in which the speaker gives an order to the speech partner to carry out an action expressed or intended in the speaker's speech to the speech partner. In Indonesian language learning at the Pasaman Regency Automotive Department Vocational School, this research highlights the directive speech acts of telling that are carried out by a male teacher.

Data 1 Nah *coba* anak-anak kalian buat dulu teks laporan hasil observasi mau buah mau apa yang ada di sekitar lingkungan kita, perindividu ya.

Indexical Information:

This utterance is done by a teacher to her students by telling the students to make an observation report text individually.

Data 2 Untuk tugas di rumah *silahkan* buat contoh, buat contoh kalimat simpleks 2 dan kalimat kompleks 5, ya.

Indexical Information:

This speech is done by a teacher to his students by telling his students to make homework, namely making simplex sentences and complex sentences.

- Data 3 Budi, betul ini mengerjakan PR di rumah, sedangkan sebagai apa? Belajar? Di siang hari? Jadi kamu cuma bisa membuat kalimat apa contohnya tadi? *Harus* bisa membuat kalimat.

Indexical Information:

This speech is done by a teacher to his student by telling his student to be able to make sentences by understanding the structure of the sentence formers.

Request

The speech act of begging is a form of oral expression in which the speaker politely requests that the interlocutor perform an action according to the speaker's wishes. Generally, sentences containing the meaning of pleading are characterized by the use of politeness markers such as *can*, the particle *-lah*, and *please*.

- Data 4 Kalimat yang mudah dimengerti, kalimat yang lebih dekat, lebih dari satu keterangan atau lebih dari satu objek. Coba semuanya harus membuat contoh, yang di belakang *tolong* perhatikan!

Indexical Information:

This speech is done by a teacher to his students by asking his students who are at the back to pay attention to the teacher explaining the material.

- Data 5 *Buatlah* bagus-bagus anak-anak nanti dikumpulkan di meja bapak ya. Kerjakan waktunya tidak banyak ini.

Indexical Information:

This speech is done by a teacher to his student by asking his student to make a definition sentence properly and correctly.

Challenging

Challenging speech acts are verbal expressions that aim to motivate someone to carry out the instructions or actions expressed by the speaker. Through this speech act, the speaker tries to encourage the speech partner to feel challenged to carry out what has been said.

- Data 6 Ada struktur teks, struktur teks laporan sebelum kita membuat struktur seperti ini kita harus tahu dulu struktur itu apa. *Siapa yang sudah tahu* struktur teks tersebut?

Indexical Information:

This speech is done by a teacher to his students by challenging his students to anyone who knows to explain the structure of the text of the observation report.

- Data 7 Selamat siang semuanya, baiklah kita lanjutkan pelajaran kita kemarin itu sudah menyinggung tentang, yang pertama adanya kalimat definisi. Apa itu definisi? *Siapa yang bisa* jelaskan.

Indexical Information:

This speech is done by a teacher to his students by challenging his students to anyone who can explain about the definition of definition.

Female Teacher's Directive Speech Acts

Gender representation in the directive speech acts of a female teacher can be reflected through her communication style in giving directions or instructions to students. Female teachers tend to bring a sense of gentleness and care in giving instructions, creating a supportive and inclusive classroom environment. Usually female teachers in schools use more persuasive and caring language, creating a more empathic relationship with students. In directive speech acts, female teachers can also demonstrate inclusive attitudes that pay attention to individual differences, respect diversity, and stimulate active participation from all students regardless of gender. These gender representations not only create a positive learning atmosphere, but also help to change gender stereotypes in the classroom, modeling that ability and leadership are not limited by gender.

Order

The speech act of telling is a form of communication in which the speaker instructs or orders the speech partner to perform a specific action mentioned or implied in the speaker's utterance. This act involves conveying directives or commands, indicating a clear desire for the listener to carry out the stated task or follow the provided guidance.

- Data 1 Materi setelah ini tidak terlalu panjang jadi bisa sekalian ya, *silahkan* buka bukunya halaman 12!
Indexical Information:
This utterance is done by a teacher to his student by telling the student to open the textbook.
- Data 2 *Harus* buat satu buah kalimat yang kebenarannya masih diragukan, atau yang kebenarannya masih perlu kita cek lagi.
Indexical Information:
This speech is done by a teacher to his student by telling his student to make an opinion sentence.
- Data 3 Ada nggak kalimat deskripsinya? Kalau ada *coba* tuliskan seperti itu juga yang ke-3 kalimat simpleks dan kompleks nah lihat internet untuk referensinya.
Indexical Information:
This speech is done by a teacher to his students by telling his students to write descriptions in the form of simplex and complex sentences.

Request

The speech act of begging is a form of oral expression in which the speaker politely requests that the interlocutor perform an action according to the speaker's wishes. Generally, sentences containing the meaning of pleading are characterized by the use of politeness markers such as *can*, the particle *-lah*, and *please*.

- Data 4 Nah sekarang sebelum kita tutup silahkan ananda kembali ke tempat duduknya masing-masing, dan *tolong* disusun mejanya tanpa bersuara.
Indexical Information:
This utterance is done by a teacher to his student by begging his student to rearrange the table silently.
- Data 5 Ananda ibu setelah ini *mohon* kita langsung ke Masjid untuk melaksanakan pengembangan diri remaja.
Indexical Information:
This speech is done by a teacher to his student by asking his student to hurry to the mosque after the lesson is over.

Suggest

The speech act of suggesting is a speech act carried out by the speaker to give suggestions, opinions or utterances that the speaker wants to convey to his speech partner to do something that is intended in his speech, where the speech act of suggesting contains the speaker's speech to do something good according to the speaker for the speaker himself.

- Data 6 Sambil menunggu Alam mengambil buku, sebelum masuk ke materi yang sudah ibu tuliskan di depan *sebaiknya* kita ingat kembali dulu materi yang sudah kita bicarakan dua minggu yang lalu.
Indexical Information:
This speech is done by a teacher to his students by directing his students to recall the material that has been learned before.
- Data 7 Kamu *harusnya* ciptakan satu karena dalam satu bahasa terdiri dari satu ide ide pokok dan beberapa ide pendukung, pendukung sudah dibuatkan oleh si penulis buku, nah kita tinggal ciptakan satu ide pokok saja yang bisa mengikat enam ide pendukung.
Indexical Information:
This utterance is done by a teacher to his student by directing the student to create the main idea.

Advising

The speech act of advising is a speech act carried out by the speaker to advise or remind the interlocutor of something he will do. The directive speech act of advising is a form of speech giving instructions, warnings, admonitions made by the speaker to the speech partner.

Data 8 Jadi sudah menjadi tanggung jawab pribadi kalian lagi setiap hari Rabu 1, 2, 3 itu harus ambil buku lagi ke perpustakaan, buku cetak bahasa Indonesia sudah kalian bawa dari rumah, jadi bukunya *tidak boleh* tinggal apalagi hilang.

Indexical Information:

This speech is done by a teacher to his student by reminding his student to be responsible for the textbooks taken home so that they are not lost.

Challenging

The act of challenging speech is a speech act that aims to motivate someone to want to do the speech conveyed by the speaker, where through this speech, the speaker tries to make the speech partner challenged to do what is said.

Data 9 Anak TK, biasa kalimatnya. Kalimat anak SMK, satu kalimat fakta satu kalimat opini. Ada dua orang dapat penilaian dengan cuma-cuma. Hanya berpikir sedikit saja, *ada yang bisa?*

Indexical Information:

This speech is done by a teacher to his students by challenging his students to anyone who can give examples of sentences and opinion sentences.

Data 10 Nah, apa yang ananda ketahui tentang teks laporan hasil observasi. *Ada yang tahu?* Ada atau tidak? Tidak ada yang tahu apa itu teks laporan hasil observasi?

Indexical Information:

This speech is done by a teacher to her students by challenging her students to whoever knows to mention what they know about the text of the observation report.

Discussion

Directive speech acts refer to the type of speech that has the purpose of giving directions, orders, or instructions to the listener to do something. This speech act is very common in various communicative situations, including in the context of education. Teacher is one of the positions that require the use of directive speech acts to direct students' behavior and activities in the classroom. The findings in this study show that there are three variants of directive speech acts commonly used by male teachers, namely giving orders, begging, and challenging. Furthermore, there are five types of directive speech acts used by female teachers, namely ordering, pleading, suggesting, advising, and challenging.

This finding reflects the relevance of these types of directive speech acts to the theory developed by Searle (1976), which divides directive speech acts into five categories, including giving orders, pleading, giving advice, making suggestions, and challenging. By using various forms of speech acts such as giving orders, suggesting, or giving instructions, teachers can create more dynamic and effective interactions in the classroom. Besides only functioning as instructions, directive speech acts are also a means for teachers to build student involvement in the learning process, promote active participation, and clarify learning objectives. Basically, the directive speech acts of ordering, pleading, and challenging are the types of speech acts most often used by (Diana & Manaf, 2022; Elmita et al., 2013; Putri et al., 2015). Therefore, awareness of the diversity of directive speech acts becomes an important foundation for teachers in creating a learning environment that supports the development of students' skills and knowledge.

Some types of speech acts that are most often used by male teachers are directive speech acts of telling. The directive speech act of telling is an utterance that intends to tell or prohibit speech partners to do something (Prayitno, 2010). The findings of this study are in

line with the results of research conducted by Diana & Manaf (2022), Putri et al. (2015) which show that the types of directive speech acts used by teachers in Indonesian language learning are ordering, pleading, demanding, suggesting and challenging, where the dominant form of directive speech acts in language learning is the directive speech act of ordering. Teachers tend to use the speech act of telling/commanding so that students are actively involved in learning.

Through their findings Catalán (2003) and Juliano (2018) revealed that men use more language in communication than women. However, these findings are inversely proportional to the researcher's findings which reveal that women use more language in communication. The dominant directive speech act of female teachers is the directive speech act of ordering. According to Arifin and Tasai (2010) command sentences are used if the speaker wants to tell or prohibit people from doing something. In line with this, Prayitno (2010) argues that the directive speech act of telling is a word that intends to tell the speech partner to do something. The form of directive speech acts of female teachers in the Indonesian language learning process at the Pasaman Regency Automotive Department Vocational School can be explained as speaking honestly without further ado. Therefore, it can be concluded that in gender-based speech acts, female teachers are more likely to use the speech act of telling or commanding. Although female teachers generally use the speech act of ordering, they also show a sense of solidarity by using the speech acts of suggesting and advising (Cameron, 2020; Kuntjara, 2005).

The form of directive speech acts of male teachers in Indonesian language learning at SMK Negeri 1 Bonjol Pasaman Regency, especially related to speech strategies, tends to be characterized by a direct approach without pleasantries. This strategy characterizes the dominance of directive speech acts applied by male teachers, who are more likely to use a commanding or ordering style of speech, while the use of advising and suggesting speech acts is less common. Interaction and communication in the classroom between male and female teachers show real differences. Both male and female teachers have various forms of speech acts and speech strategies in delivering learning materials. Therefore, the relationship between gender and language reflects the complexity in the relationship between language and thinking of men and women. These differences are reflected in male speech acts that often reflect a more dominant attitude towards speech partners, especially through the use of speech acts of ordering or commanding (Cameron, 2020; Kuntjara, 2005).

Gender and language refers to the relationship between male and female language and thought. The difference is that male speech refers to a more dominant attitude towards the interlocutor. This more dominant attitude can be indicated by the speech act of ordering or commanding. Meanwhile, women's speech refers to a spontaneous attitude and puts a more appropriate face. This spontaneous attitude can be seen with women's speech more oriented towards solidarity or familiarity with others, so that although female teachers tend to be dominant with speech acts of ordering, they also show a sense of solidarity with speech acts of suggesting and advising.

Thus, it can be concluded that gender differences in teachers' speech acts refer to the relationship between male and female language and thought. Female speech acts, apart from being spontaneous, also show a tendency to express themselves through more appropriate facial expressions. This creates a more open and inclusive learning atmosphere, where female teachers' facial expressions can be one of the key elements in building emotional connections with students. On a broader level, these differences not only reflect individual communication styles, but also contribute to the overall classroom dynamic. Therefore, an in-depth understanding of gender differences in teachers' speech acts is not only relevant for language contexts, but also an important factor in building a supportive and motivating learning environment for students.

CONCLUSION

Holistically, this study illustrates that directive speech acts play a central role in teachers' communicative interaction in the learning context. Teachers, as language users, use various forms of directive speech acts to give directions, orders, and instructions to students. The results show variations in the use of directive speech acts between male and female teachers, with three dominant variants commonly used by male teachers and five variants commonly used by female teachers. In addition, this study reveals that female teachers predominantly use the speech act of ordering or commanding. Nevertheless, they also show a sense of solidarity by using the speech acts of suggesting and advising. On the other hand, male teachers are more inclined to the direct approach and commanding without preamble. This difference reflects the complexity of the relationship between men's and women's language and thinking.

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