THE REALIZATION OF TEACHER DIRECTIVE SPEAKING ACTIONS IN WHATSAPP GROUP CLASS IX-1 SMP N 3 GADINGREJO AND THEIR IMPLICATIONS IN LEARNING THE INDONESIAN LANGUAGE IN SMP

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Abstract

The problem in this study is the directive speech act of the teacher in the Indonesian whatsapp group class IX-1 SMP N 3 Gadingrejo. This study aims to describe the direct and indirect directive speech acts of teachers in the in the whatsapp group and its implications for learning Indonesian in junior high school. This study used descriptive qualitative method. The data source of this research is the teacher who teaches in the Indonesian whatsapp group Class IX-1. The results of this study indicate that direct speech acts ask for 8 data, direct speech act asking 12 data, direct speech acts rule 9 data, direct speech act prohibits 3 data, direct speech acts allow 7 data, and direct speech acts advising 3 data, while indirect speech acts ask for 2 data, indirect speech acts ask for 4 data, indirect speech acts command 1 data, and indirect speech acts advise 1 data. The results of the communicative form of asking, asking, ordering, prohibiting, permitting, and advising. This research can be implicated in Basic Competence 3.6 examining the structure and linguistic aspects of procedure texts on how to do and how to make something from various sources that are read and heard. The results of the study are implied as material in learning.

Keywords: directive speech act, learning in whatsapp group

Abstrak

Masalah dalam penelitian ini ialah tindak tutur direktif guru di grup whatsapp bahasa Indonesia kelas IX-1 SMP N 3 Gadingrejo. Penelitian ini bertujuan untuk mendeskripsikan tindak tutur direktif langsung dan tidak langsung guru di grup whatsapp, fungsi komunikatif tindak tutur direktif guru di grup whatsapp dan implikasinya terhadap pembelajaran bahasa Indonesia di SMP. Penelitian ini menggunakan metode deskriptif kualitatif. Sumber data penelitian ini berupa guru yang mengajar di grup whatsapp bahasa Indonesia Kelas IX-1, sedangkan data dalam penelitian ini berupa tindak tutur direktif di grup whatsapp bahasa Indonesia kelas IX-1 SMP N 3 Gadingrejo. Hasil penelitian ini menunjukkan bahwa tindak tutur langsung meminta sebanyak 8 data, tindak tutur langsung menanya 12 data, tindak tutur langsung memerintah 9 data, tindak tutur langsung melarang 3 data, tindak tutur langsung mengizinkan 7 data, dan tindak tutur langsung menasihati 3 data, sedangkan tindak tutur tidak langsung meminta 2 data, tindak tutur tidak langsung menanya 4 data, tindak tutur tidak langsung memerintah 1 data, dan tindak tutur tidak langsung menasihati 1 data. Hasil penelitian fungsi komunikatif berupa menanya, meminta, memerintah, melarang, mengizinkan, dan menasihati. Penelitian ini dapat diimplikasikan ke dalam Kompetensi Dasar 3.6 menelaah struktur dan aspek kebahasaan teks prosedur tentang cara melakukan dan cara membuat sesuatu dari berbagai sumber yang dibaca dan didengar. Hasil penelitian diimplikasikan sebagai materi dalam pembelajaran.

Kata kunci: tindak tutur direktif, pembelajaran di grup whatsapp

I. INTRODUCTION

In teaching learning process, teacher and students used language as communication instrument. Effective communication must deliver the message to the receiver can be accepted and understood, so there was response as feed back from the message. When communicating speaker would arise speech and speech event. Speech event is linguistic interaction in a speech or more that connect two people i.e. speaker and receiver.

Searle (in Rohmadi 2004) explained that speech act can be divided into 3: 1) locutionary act, 2) illocutionary act, and 3) perlocutionary act, can be divided into 5 i.e. 1) commisive speech act, 2) directive speech act, 3) representative speech act, 4) declarative speech act and 5) expressive speech act.

In this research, researcher chosed directive speech act because it is speech act that often happens in teaching learning process. Directive speech act has ability as a regulator of receiver's behavior on as controller of speech partner's act. Directive speech does not only claim speech parther to do something, buat also speaker claims speaker partner to do something based on speaker's planning. Teacher can chose to determine speech that is used to reach the goal. Teacher's speech tends to be marked by speech to do definite speech such as ordering, asking, forbidding, instructing, permitting and advising, based on those characteristic,

teacher's speech can be seen that it is directive speech in this pandemic, teaching learning process in SMP was done online by using social media. On of social media that is used is whastapp. It has chat, voice note, and video call as fiturs. This application is chosed because it's easy and all student can access it. So, this research did teaching learning process in whatsapp group by using voice note. This teaching learning is done by teacher that explained material via whatsapp group by voice note. The material was perception text. It was chosed because based on teacher's experience, teacher gave many instructions on this material. Instruction may form various directive speech in teaching learning.

The research was done in SMP N 3 Gadingrejo. Directive speech has been done by other researchers before. It was done by Nainggolan (2019) that focused on actors dialogue in comic "Le Titeuf a La Foiel Tome 13" and Wati (2017) that focused on directive speech by woman teacher in offline class, this research focused on teacher's directive speech in Bahasa Indonesia teaching learning by using voice note in whatsapp group.

The research's title " Teacher's Directive Speech Realization in Whatsapp Group Grade IX-1 SMP N 3 Gadingrejo and Its Implication in Bahasa Indonesia Teaching Learning Process at SMP".

II. METHOD

Problems and objective of this research are to describe teacher's directive speech in

whatsapp group. Research design that is used was qualitative descriptive method. This method is used because this research aimed to describe communicative function and its realization on directive direct speech and indirect speech in whatsapp group of class IX-1 SMP N 3 Gadingrejo.

This research used observation technique and voice note of whatsapp. It was coused by teaching learning process that was done via online. Researcher chosed points that showed directive speech, classified directive speech in teaching learning based on direct and indirect, presented data analysis that was gotten in whatsapp group and concluded the directive speech.

Data analysis technique that was used in this research was heuristic technique. Heuristic analysis of direct and indirect speech can be interpreted based on many speculations by speaker's partner. Leech in Rusminto (2015) explained that heuristic analysis started from problem that was completed by proposition, background context, then speaker's partner formalized goal hypothesis.

III. RESEARCH RESULT AND DISCUSSION

Based on research data analysis, it was known that teacher's directive speech on teaching learning process of whatsapp Bahasa Indonesia consisted of direct and indirect.

The results of this study indicate that there are direct speech acts asking for 8 data, direct speech acts asking direct speech acts command as many as 9 data, direct speech acts prohibit as many as 3 data, direct speec acts allow as many as 7 data, and direct speech acts advise as much as 3 data. In the indirect speech act asking for 2 data, the indirect speech act asking for 4 data, the indirect speech act In the results of the study, it can be seen that the direct communicative function is in the form of asking, askin Indirect communicative functions in the form of asking, asking, ordering, and advising. The results of the research can be implied in learning Indonesian for class VII at KD 3.6. Examining the struct structure and linguistic aspects of procedure texts on how to do something and how to make it from various. The results of the research on teacher directive speech acts in the whatsapp group class IX-1 SMP N

Discussion

Research result showed teacher's directive speech realization in teaching learning at whatsapp group consisted of direct and indirect. Communicative functions in directive speech consisted of ordering, asking, instructing, forbidding, permitting, and advising.

Teacher's Direct Directive Speech

a. Ordering

Teacher: Please open your book page 89 Identification information of perception text! **(TTDL/Mt-01/Pe-1)**

This speech (1) is done by teacher that has imperative strcture and ordering function. It happened when teacher was starting the lesson about giving perception politely teacher used polite language "please".

b. Asking

Teacher: Who are able to mention structure of perception text? **(TTDL/Mn-07/Pe-3)**

This speech (2) is given by teacher to examine whether students have read material so they can answer teacher's question. This question used interrogative structure because it was used to ask something and the aim is to ask student about text structure.

c. Instructing

Teacher: Come a class, take your absence! **(TTDL/Mr-01/Pe-1)**

This speech showed that teacher instructed to do presence list.

d. Forbidding

Teacher: It you are asked, don't krp silent if you don't understand just asking, what your problem is. (TTDL/Ml-01/Pe-1)

This speech is forbidding directive speech that is reslized directly because the structure and the aim are same. The structure is imperative and the aim is forbidding.

e. Permitting

Teacher: I choose two more students, Elfira dan Safira, please sent your task picture. **(TTDL/Mz-07/Pe-5)**

In this speech teacher chose 2 student to prepare their task result. Teacher chose Elfira and Safira. The speech is realized by using permitting directive speak. The structure and the aim were same i.e. permitting students to send their task picture to group.

f. Advising

Teacher: For your report and answer from question page 114 it's better or you to separate it. So it will ease me to correct your answer. You can collect it to your chairman. **(TTDL/Ms-04/Pe-5)**

In this speech teacher advised students to do their task by separating the reports and the anwers. It is called as advising because teacher advised student direetly by using declarative structure.

Reseacrh Result Implication to Teaching Learning Process of Bahasa Indonesia in SMP

The result of research are direct and indirect directive speech that have six communicative functions i.e. ordering, asking, instructing, forbidding, permitting

and advising. Meanwhile, indirect directive speech consisted of ordering, asking, instructing, and advising. Directive speech included imperative, declarative, and interrogative sentences. These sentences are often used in procedure text. Therefore, research result of teacher's directive on whatsapp group can be implied to Bahasa Indonesia teaching learning process on procedure text material. The implication is applied by using the samples of imperative, integorative, dan declarative sentences of this research as real samples to explain these sentences on procedure text. Thus, this implication can be made in from of teaching learning planning.

IV. CONCLUSION AND SUGGESTION

Conclusion

From research result, it is known that teacher's direct directive speech realization were founded 42 data and 8 data of indirect directive speech. The speech that was used by teacher was more dominant by using direct directive speech. The total of communicative functions in teaching learning was dominated by ordering and asking. The research result was implied as sample of material on procedure text expecially to explain language feature of procedure text.

Suggestion

Research about directive speech on teaching learning process on whatsapp group

in class IX-1 SMP N 3 Gadingrejo is able to be source for teaching learning. It also can be made as simple to make polite and active language particularly in online teaching learning. This research also can be a source to increase and indept knowledge about communicative function of directive speech in whatsapp group.

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