Analysis Directive Speech Act And Communication Approach Between Teachers And Students In The Learning Process

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Abstract

The objectives of the research are to describe the types of directive speech acts of the teacher and student in learning and explain a pragmatic meaning of directive speech acts in the interaction of teacher and student in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng year of 2020/2021. This research method was a qualitative descriptive method with the purpose of getting an objective description of the teacher and student speech in the interaction of teaching and learning in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng. Data collection techniques usedin this study were uninvolved conversation techniques, recording techniques,and note-taking techniques.The data collection technique was used by researcher togain complete data regarding the types of directive speech acts.The researcher carried out the analysis includes four phases:identification,classification,interpretation, and report.

Data gained in this study amounted to 16 speeches. There were 4types ofdirective speech acts from 16 speeches: types of directive speech acts questions,command,request,and prohibition.Thepragmaticmeaning found as follows: sense ofreminding, directing, commanding,pleading, recommending,and criticizing.

Keywords :_Directive Speech Act, Types of Directive Speech Act, Pragmatics Meaning_

1. Introduction

Language is a tool or means of communication that is very important in teaching and learning interactions. Language as a means of communication is used by teachers and students to interact with each other. Through good communication activities will create teaching and learning interactions that run inaccordance with the goals to be achieved. Therefore, the role of language in learning cannot be separated because teaching and learning interactions cannot run smoothly without language functions.

According to Chaer and Agustina (2004: 11) the main function of language is as a communication tool or interactiontool. Through communicationactivities, each speaker wants to convey a specific purpose or purpose to the speech partner. The communication that occurs must take place effectively and efficiently, so that the message conveyed can be clearly understood by the speech partners involved in the communication process. An effective and efficient communication process will not happen well, if the language used by the speaker cannot be understood by the speech partner. Thus, to facilitate the communication process, the language used by speakers must be language that is easily understood by the speech partner.

Speech acts in the teaching and learning process in the classroom can be used as pragmatic teaching. Pragmatics is a study that studies the meaning associated with said situations (Leech, 1993: 8). Pragmatics examines the meaning of speech desired by speakers and according to its context. Context in this case serves as a basis for consideration in describing the meaning of speech in the context of using language in communication. One of the objects of pragmatic study is tutoring action . Speech act in the teaching and learning process is a form of using language that is in accordance with the topic of conversation, the purpose of the conversation, the situation and the place where the conversation takes place.

In the teaching and learning process , the role of the teacher is inseparable from the efforts to guide students so that they are able to use good and correct language to communicate according to the context. In addition, teachers must be able to guide and attract students to participate in teaching and learning activities properly and diligently. Thus, the use of speech acts that are good and appropriate to the context in the teaching and learning process will create an impressive teaching and learning atmosphere for teachers and students..

The use of directive speech acts in teaching and learning interactions is one form of using a variety of speech acts. Through directive speech acts the teacher can take advantage of the types of directive speech acts (requests, questions, requirements, prohibitive, permissives, advisories) to animate the teaching and learning process . Each of these types of directive speech acts has an important context in the teaching and learning process . Thus, the teacher can alternately use the types of directive speech acts that are adjusted to the meaning of the speech in accordance with the context.

1.1 Directive Speech Act

The directive speech act is a category of illocutionary acts according to JR. Searle. Gunawan (via Rohmadi, 2004: 32) defines a directive speech act as aspeech act performed by the speaker with the intention of making the interlocutor take the action mentioned in the utterance. According to Tarigan (1986: 47) directive speech acts are intended to have an effect through listening acts. Ibrahim (1993: 27) defines a directive speech act as a speech act that expresses the speaker's attitude towards the actions to be carried out by the speech partner.

1.2 Type of Directive Speech Act

Ibrahim divides directive speech acts into six types, which consist of: requstives, questions, requirements, prohibitive, permissives, and advisories.

1.2.1 Requests

The act of requstives shows that in saying something in a speech, the speaker asks the speech partner to do an action. The speaker expresses the desire and intention of the speech partner to take action on the wishes of the speaker. In other words, this speech act expresses the desire of the speaker, so that the speech partner does something. If the speaker does not expect obedience, this action expresses the wish or hope that the speech partner will respond to this expressed desire as a reason for action. Requstives action function ant a ra include: ask, me please, praying, and invites.

1.2.2 Questions

The Act questions contain the meaning that in uttering a speech, the speaker asks the speech partner whether a proposition is true. The speaker expresses the desire and the intention that the preposition is true or not. Questions contain the meaning that the speaker asks the speech partner to provide certain information. The functions of this action include questioning and interrogating.

1.2.3 Requirements

Action requirements indicate that when uttering a speech, the speaker wants the speech partner to do an action. The speaker expresses a desire that his utterance in relation to a position above the speech partner is sufficient reason for the speech partner to take action and the speaker expresses the intention that the speech partner takes action (at least part of) the speaker's wish. What the speaker expresses is the belief that his speech contains sufficient reason for the speech partner to take action. The speaker assumes that he has a higher authority than the speech partner, for example, physical, psychological or institutional which gives weight to speech. Action functions included in requirements are, will, command, demand, dictate, direct, instruct , regulate and require.

1.2.4 Prohibitive

A prohibitive action is an action that indicates that when pronouncing an expression the speaker prohibits the speech partner from taking action. The speaker expresses the authority of belief that his speech shows sufficient reason for the speech partner not to take action. The speaker expresses the intention that the speech partner does not take action because of the speaker's speech. Basically, this action is an order or an order so that the speech partner does not do something. The prohibitive action functions include , prohibit and limit.

1.2.5 Permissives

The act of permissives is an action that indicates that, when uttering a speech, the partner requires the speech to take action (action). The speaker expresses the belief that his utterance in relation to the speaker's position above the speech partner, allows the speech partner to take action. In other words, this speech act expresses the speaker's trust and intentions of the speaker, so that the speech partner believes that the speaker's utterance contains sufficient reason for the speech partner to feel free to do something. The functions of permissives include approving, allowing, granting, and forgiving.

1.2.6 Advisories

Advisories are acts when uttering an expression, the speaker advises the speech partner to take action. The speaker expresses the belief that there is a reason for the speech partner to take action and the speaker expresses the

intention that the speech partner takes the speaker's trust as a reason for him to take action. What is expressed by the speaker is a belief in a good action for the benefit of the speech partner. The advisories action function includes advising and advising .

1.3 Pragmatic

Pragmatics is a branch of linguistics that studies the language used to communicate in certain situations (Nadar, 2009: 2). Pragmatic studies are closely related to the interpretation of sentences (or utterances) in a broader context, which includes the understanding of discourse that precedes, the beliefs and expectations of speakers and speech partners, the obligations of speakers and speech   partners,

their   knowledge   and   so on. Pragmatics relates to the conclusions made by speech partners from speech and speech partners' reactions (in speech act theory it is called illocution).

In line with the above opinion, Yule (2006: 3) defines pragmatics as the study of the meaning conveyed by the speaker (or writer) and interpreted by the listener (or reader). As a consequence, this study has more to do with analyzes of what people mean by their utterances than with the separate meanings of the words or phrases used in the speech itself. So, pragmatics is the study of a speaker's intent.

According to Tarigan (1986: 34), pragmatics is a general study of how context affects the way we interpret sentences. Another opinion was put forward by Wijana (1996: 2) which explains pragmatics as a branch of linguistics that studies the structure of language externally, namely how a language is used in communication. So, the meaning that is studied in pragmatics is the meaning that is context-bound, or in other words, it examines the speaker's intent. Pragmatics can be used by every speaker to understand the meaning of the interlocutor. Speakers and interlocutors can take advantage of shared experiences to facilitate interaction.

2. Method
2.1 Research Design

The type of research that will be used is a descriptive qualitative research method with the aim of obtaining an objective description of the speech of teachers and students in the teaching and learning process in class XI MA Pondok Pesantren Al-Urwatul Wutsqaa Benteng. The descriptive type of qualitative research method, namely research carried out solely based on existing facts or phenomena that empirically live in the speaker so that what is produced or recorded is in the form of a language description which can be said to be like a portrait or exposure as it is , Sudaryanto (in Muhamad 2014: 192).

While Muhamad (2014: 23) states that one of the phenomena that can be the object of research is the communication or language discipline due to this incident.involves speech, the semantic meaning of speech, the person speaking, the meaning of the speech, the speech situation, speech events, speech acts, and the background of the speech.

Based on the descriptive qualitative research method above, it is very helpful for researchers to obtain data in the form of directive speech acts in the teaching and learning process in class XI MA Pondok Pesantren Al-Urwatul Wut sqaa Benteng. The data and results obtained from this study are oral speech data descriptions of the types and meanings of directive speech acts.

2.2 Data and Data Sources

Data sources are the places where the data to be studied are found. In research, data sources must be clear in order to obtain valid and accurate data. Sources of data in this study were teachers and students of the MA Pondok Pesantren Al-Urwatul Wutsqaa Benteng in class XI. Meanwhile, the data are the results of the achievements that will be processed to answer the research questions raised by the researcher. The data used by researchers in this study were directive speech acts of teachers and students in the learning process in class XI MA Pondok Pesantren Al-Urwatul Wutsqaa Benteng.

2.3 Instrument of The Research

The research instrument used in this research is the researcher himself who acts as a human instrument (planner, data collector, data interpreter, data analyzer, and research report reporter) armed with pragmatic knowledge with a focus on the types and pragmatic meanings of directive speech acts. The following is a data collection format created by researchers as a provision to collect research data.

Types of Directive Speech Acts of Teachers and Students in the Learning Process in Class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng.

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Tuturan ……………………………………………………………………………
Konteks……………………………………………………………………………..
Analisis……………………………………………………………………………
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The Pragmatic Meaning of Teacher and Student Directive Speech Acts in the Learning Process in Class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng.

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Tuturan ……………………………………………………………………………
Konteks……………………………………………………………………………..
Analisis……………………………………………………………………………
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2.4 Procedure of Collecting Data

In relation to data collection, data is obtained from oral sources. Oral data is obtained by listening to the teacher's speech to the student, the student's speech to the teacher and the student's speech with the student in formal interactions. Collecting data in this study using the SBLC technique (Simak Bebas Libat Cakap). According to Sudaryanto (1993: 134) in using this SBLC technique the researcher is not directly involved in dialogue, conferences, or speech feedback; so do not participate in the process of talking to people who are talking to each other. Researchers are only observers with great interest in listening to what is being said.

To get valid data, advanced techniques that can be done at the same time are the recording technique with a voice recorder or camcorder as a tool, and the note-taking technique (Sudaryanto, 2015: 203-206) along with the explanation.

2.5 Technique of Analyzing Data

After all the data are collected, the next step is data analysis. In this study the data analysis process used was descriptive analysis technique with 4 stages which included (1) identification, (2) classification, (3) interpretation, and (4) reporting.

2.6 Data Validity

To obtain the validity of the data in the study, an examination is needed. Checking the validity of the data is carried out by the following stepsextension of observation and persistence of observation.

3. Findings and Discussion

3.1 Findings

The results of the data analysis of this study describe the types of directive speech acts and the pragmatic meaning of the directive speech acts of teachers and students in teaching and learning activities in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng. Directive speech acts are speech acts that express the speaker's attitude towards the actions that will be carried out by the speech partner (Ibrahim, 1993: 27). Ibrahim divides directive speech acts into 6 types, namely, requests (requstives), orders (requirements), questions (questions), prohibitions (prohibitives), advice (advisories), and granting permission (permissives). In this study, the researcher found 4 types of directive speech acts from the 6 directive speech acts proposed by Ibrahim.

The following is an explanation of the results of research on the types of directive speech acts and the pragmatic meaning of teacher and student speech in teaching and learning activities at XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng.

3.1.1   Types of Directive Speech Acts of Teachers and Students in the Learning Process Class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng

In conducting the research, the researcher found 4 types of directive speech acts in the speech of teachers and students in teaching and learning activities in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng.

3.1.1.1 Directive Speech Action Questions

The type of question directive speech act is a question speech act which means that in uttering an utterance, the speaker asks for information from the speech partner through Ibrahim's (1993:32) question. The following is an example of directive speech act speech data.

(1) Guru: ada yang tau kata kerja yang berbentuk asli itu apa?

Siswa: tidak mempunyai tambahan s dibelakangnya ,maybe

Guru: yah benar ,jadi kata kerja yang berbentuk asli itu kata kerja yang tidak ada tambahan apapun yah dibelakangnya ,seperti ,tambahan s ,ed ,ing dan lain sebagainya.okei,itu itu harus diingat yah nak ..

Context : The story takes place in the morning. The speech took place in class XI MIPA 2 when the atmosphere was not conducive when the teacher asked students about the original form of verbs. The speaker is a

teacher while the speech partner is the student who answers the teacher's questions about the original form of the verb.

Speech (1) is included in the type of directive speech act, the question can be seen from the teacher's words: "**ada yang tau kata kerja yang berbentuk asli itu apa?**" Through this speech, the speaker asks the speech partner related to the explanation that has been read by the speaker. The utterance is spoken when the teacher explains the material and then asks questions related to the material. The questions asked by the teacher relate to the speaker's desire to obtain information in the form of students' understanding of the original form of verbs. The above utterance is a type of question directive speech act.

3.1.1.2 Command Directive Speech

Command speech acts indicate that when uttering an utterance, the speaker wants the speech partner to do an action

(2) Guru : well, silahkan tadarus dulu nak surah al baqarah ayat 1-7 ,semoga pembelajaran kita hari ini berkah!

Siswa : (tadarus)

Guru: let's start!

Context: The utterances are spoken by the teacher to the students when they want to start the lesson and then the teacher directs the students to start tadarus first.

Speech (2) is a type of directive speech act that can be seen from the speech spoken by the teacher**: "silahkan tadarus dulu nak surah al baqarah ayat 1-7 ,semoga pembelajaran kita hari ini berkah!"**. Through this speech, the speaker gives orders to the speech partner to take an action in the form of tadarus. Another reason that supports that the teacher's speech is a type of command directive speech act is that the speaker's relationship is higher than that of the speech partner, therefore whatever is ordered by the speaker here will always be obeyed by the speech partner.

3.1.1.3 Request Directive Speech Action

According to Ibrahim (1993: 32) The speech act of request shows that in saying something, the speaker asks the speech partner to do an action.

(3) **Guru: maam minta please listen my intruction ,silahkan bentuk kelompok ,open your worksheet dan kerjakan task 1 2 3 4.**

Siswa: sekarang maam?

Guru : iyya nak

Context : The speech occurred in class XI MIPA 2 in the morning. The utterance occurs after the teacher explains the material then the teacher asks the students to group and work on assignments about personal letters. The speaker is a teacher and the speech partner is a student.

Speech data (3)**"maam minta please listen my intruction ,silahkan bentuk kelompok ,open your worksheet dan kerjakan task 1 2 3 4. "** included in the type of request directive speech act. Through this speech, the speaker expresses his desire to the hearer to take action. The speaker wants the speech partner to form a group first and then do the tasks on personal letters. The utterance is spoken to students when the teacher has finished explaining the subject matter.

3.1.1.4 Prohibition Directive Speech Act

According to the KBBI, prohibition is an order (rule) that prohibits doing something.

(4) Guru:please, jangan ada yang mengirim tugas lewat dari deadline yang maam tentukan ,okay sofinish it .

Siswa : yes maam,thankyou

Context : Speech occurs in class XI MIPA 2 in the morning and is addressed to the speech partner. Speech occurs when the teacher gives assignments to students at the end of the lesson. The speaker is a teacher and the speech partner is a student.

Speech data(4)**"please, jangan ada yang mengirim tugas lewat dari deadline yang maam tentukan ,okay sofinish it"**included in the type of prohibitive directive speech act. This utterance is realized in the form of a reminder because the utterance occurs when the teacher gives assignments to students to be sent on time. Through this speech, the speaker reminds the speech partner. The utterance is included in the type of prohibitive directive speech act because the speaker forbids the speech partner to send the task beyond the deadline.

3.1.2 The Pragmatic Meaning of Teacher and Student Directive Speech Acts in Learning Class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng

Wijana and Rohmadi (2009: 215) explain that essentially every speech conveyed by the speaker to the interlocutor has a specific purpose and purpose. Meanwhile, Rahardi (2011:12) explains that the determinant of pragmatic meaning is the existence of the context itself. The pragmatic context is all kinds of aspects that are outside of language which are the main determinants for the presence of a linguistic meaning. Meaning and intent have the main purpose of every communication between speakers and speech partners.

In analyzing the directive speech acts of teachers and students in learning activities for class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng has various contexts so that the intentions found are also varied. The meaning of the utterance is conveyed directly or indirectly. The pragmatic meaning found by researchers in analyzing the speech between teachers and students in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng is the meaning of reminding, directing, ordering, pleading, recommending, and criticizing. The following is an explanation of the speech intent found in the study.

3.1.2.1 The Meaning of Pragmatics Reminds

According to Prayitno (2011: 46-48) the meaning of reminding is to express speech that contains the intention of giving advice or reminding the speech partner, so that the speech partner becomes better.

(1) Guru: Sebelum mengakhiri pembelajaran hari ini ,coba kita tadi belajar ap ?

Siswa: personal letter

Guru: Apasih personal letter itu?

Siswa: surat pribadi

Context : Speech occurs in class XI MIPA 2 in the morning and is addressed to the speech partner. Speech occurs at the end of the lesson before the teacher closes the lesson. The speaker is a teacher and the speech partner is a student.

Speech (1) contains a pragmatic meaning of reminding with the question mode it can be seen from the teacher's words "**Guru: Sebelum mengakhiri pembelajaran hari ini ,coba kita tadi belajar apa ?**"From the speech, the speaker asks the speech partner to evaluate the material being studied. The utterance is spoken by the speaker at the end of the lesson. The utterance contains a pragmatic meaning of "reminding" because through this speech the speaker has the aim of reminding the speech partner not to forget the personal letter material.

3.1.2.2 *The Meaning of Pragmatics Directing*

According to Prayitno (2011: 57) the meaning of directing is to express speech which has the intention of giving explicit instructions or guidance to the speech partner, so that the speech partner does something as said by the speaker.

(2) Guru: next maam akan kasi tugas, jangan lupa ditulis dibuku tugasnya ,soalnya pilihan ganda ,ada 10 nomor .kemudian dilingkari yang menurut kalian benar ,jadi ditulis semua option nya ,lalu lingkari yang benarnya ,setelah itu silahkan difoto kemudian dikirim ke maam via japri .

Siswa: yes maam

Context : Speech occurs in class XI MIPA 2 in the morning and is addressed to the speech partner. Speech occurs at the end of the lesson, the teacher gives task instructions before closing the lesson. The speaker is a teacher and the speech partner is a student.

Speech data (2) contains a pragmatic meaning of directing it can be seen from the teacher's speech "**soalnya pilihan ganda ,ada 10 nomor .kemudian dilingkari yang menurut kalian benar ,jadi ditulis semua option nya ,lalu lingkari yang benarnya ,setelah itu silahkan difoto kemudian dikirim ke maam via japri**".Through this speech, the speaker intends to provide instructions for the actions that must be taken by the speech partner. The utterance occurs when the learning is finished and the speaker gives instructions to the speech partner to carry out his task.

Therefore, the speech contains a pragmatic meaning of "directing" where the speaker aims to direct the speech partner to carry out his task.

3.1.2.3 Pragmatic Meaning of Commanding

Prayitno (2011: 48) defines the meaning of ordering is a speech act that contains the intention of giving orders to the speech partner, so that the speech partner does something as instructed by the speaker.

(3) Guru: baiklah kalo begitu ,karna waktunya sudah habis , dipertemuan selanjutnya tugas ini sudah selesai dan dikumpulkan semua!

Siswa : minggu depan maam ?

Guru: iyyah nak

Context : The speech occurred in class XI MIPA 2 in the morning. Speech occurs when students are working on assignments but the lesson time has ended. The speaker is a teacher and the speech partner is a student.

Speech data (3) contains the pragmatic meaning of ordering with the speech mode of the command sentence, it can be seen in the sentence "...dipertemuan selanjutnya tugas ini sudah selesai dan dikumpulkan semua!!". Through speech, the speaker provides input in the form of an order to the speech partner to do something.

3.1.2.4 The Meaning of Pragmatics Asking

The meaning of begging is an act of language that aims to respectfully ask the speech partner to do something as desired by the speaker (Prayitno, 2011: 54). The following is an explanation of the speech data that have been found and contain the pragmatic meaning of pleading.

(4) Siswa: waktu nya bisa ditambah maam

Guru: kerjakan saja

Siswa : yes maam

Context : The speech occurred in class XI MIPA 3 in the morning. The speech occurred after the students found out that the time limit given for the assignment was only 15 minutes. The speaker is a student and the speech partner is a teacher.

Speech data (4) is an utterance that contains the meaning of "begging" with the mode of speech in the form of a request seen from the speaker's speech "**waktu nya bisa ditambah maam.**" From this speech, the speaker asks politely to the speech partner. The utterance is uttered when the speaker knows that the time allotted for the task is only 15 minutes. The speech addressed to the teacher contains the meaning of "begging" where the student respectfully asks the teacher to increase the work time of the

assignment.

3.1.2.5 Meaning of Pragmatics Advise

Advise, namely giving advice (assistance and so on) in order to run a business or do an action (KBBI). While the meaning of suggesting according to Prayitno (2011: 74) is an act that contains the intention of doing an effort or deed by the speech partner based on the suggestion, suggestion, advice, invitation desired by the speaker. The following is the data on the pragmatic meaning of suggestive speech found in this study.

(5) Guru: kalau belum paham ,silahkan japri maam lagi ,bagi yang lain if you have question ,feel free to ask me.jangan malu dan takut untuk bertanya yah .

Siswa : yes maam

Context : Speech occurs in class XI MIPA 2 in the morning and is addressed to all speech partners. Speech occurs after the teacher finishes explaining the material to students, and there are students who ask questions because they are confused with the material being explained. The speaker is a teacher and the speech partner is a student.

Speech data (5) contains the pragmatic meaning of suggesting which is manifested in the suggestion sentence as seen from the teacher's speech **"kalau belum paham ,silahkan japri maam lagi ,bagi yang lain if you have question ,feel free to ask me.jangan malu dan takut untuk bertanya yah."**Through this speech, the speaker gives advice to the speech partner to consult.

3.1.2.6 The Meaning of Pragmatics Criticism

The pragmatic meaning of criticizing is the act of giving hard input on the actions of the speech partner (Prayitno, 2011:75). The meaning of criticizing found in this study can be seen below.

(6) Guru: oiya ,maam koreksi sedikit ,yang benar itu : may I give you bukan gives yah (mungkin ini salah ketik aja kan) karena ketika kita menggunakan May ,Can, dll maka kata kerja yang digunakan harus bentuk asli ,tidak ada penambahan s/es/ed/ing.

Siswa: yes maam

Context: The speech takes place in the morning in class XI MIPA 2 when there are students who ask questions, and the teacher corrects the questions because they are not quite right. The speaker is the teacher, while the speech partners are students who ask questions.

Speech data (6) contains the meaning of criticizing. seen from the teachers speech**"oiya ,maam koreksi sedikit ,yang benar itu : may I give you bukan gives yah (mungkin ini salah ketik aja kan) karena ketika kita menggunakan May ,Can, dll maka kata kerja yang digunakan harus bentuk asli ,tidak ada penambahan s/es/ed/ing.**Through this speech, the speaker criticizes the questions given by the speech partner.

3.2 Discussion

The results of this study are presented in the first order, namely, describing the types of directive speech acts of teachers and students in the learning process and second, namely, describing the pragmatic meaning that appears in the speech. The following discusses the results of the analysis of the types of directive speech acts of teachers and students in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng and the pragmatic meanings that arise from these speeches.

Based on the results of the research analysis, the researcher found several types of directive speech acts used by teachers and students in the learning process activities in class XI MIPA 2 Pondok Pesantren Al-Urwatul Wutsqaa Benteng including 4 command directive speech acts, 2 request directive speech acts, 3 directive speech acts question, 1 prohibitive directive speech act,. The types of directive speech acts found cannot be separated from the results of observations based on the context of the speech situation.

Every utterance that appears in teaching and learning activities contains a meaning that can be seen from a pragmatic point of view. Understanding of the meaning and intent of each utterance, never leaves the context. The results of the data analysis of this study found that several pragmatic meanings emerged, namely, 1 meaning to remind, 1 meaning to direct, 1 meaning to command, 1 meaning to beg, 1 meaning to suggest, and 1 meaning to suggest. meaning to criticize.

4. Conclusions and Suggestions

4.1 Conclusions

Based on the results of data analysis regarding the analysis of directive speech acts in class XI Pondok Pesantren Al-Urwatul Wutsqaa Benteng, the researcher can draw several conclusions regarding the types of directive speech acts and pragmatic meaning in the types of directive speech acts.

Directive speech acts are speech acts that are intended by the speaker to influence the speech partner to take a certain action. The results of this study found 3 types of 'question' directive speech acts, 4 types of 'command' directive speech acts, 2 types of 'request' speech acts, and 1 type of 'prohibition' directive speech act. The types of directive speech acts can be found after observing the speech situation and the data analysis process.

In addition to analyzing the types of directive speech acts, the researcher also aims to analyze the meaning of directive speech acts. In analyzing the pragmatic meaning in the type of directive speech act, the researcher certainly understands the context of the speech situation to find out the meaning contained in the speech. The results of this study, found six pragmatic meanings in learning, namely, 1 meaning to remind, 1 meaning to direct, 1 meaning to command, 1 meaning to encourage, 1 to ask, 1 meaning to criticize.

4.2 Suggestions

Some suggestions are based on the results of the research that may be useful for future researchers. The suggestions are as follows.

4.2.1 For English language education students, they can conduct similar research, namely research from pragmatic studies with various aspects in order to enrich research in the field of pragmatics.

4.2.2 For teachers, it is necessary to introduce pragmatics that is applied in the learning process to help capture the meaning or pragmatic meaning of speech

situations. In addition, they are expected to be able to work together by using language appropriately in the teaching and learning process.

4.2.3 For other readers and researchers. This research is expected to provide additional new insights in pragmatics, especially the types of directive speech acts and their meanings.

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