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## DIRECTING LEARNING THROUGH LANGUAGE: AN ANALYSIS OF TEACHERS' DIRECTIVE SPEECH ACTS IN INDONESIAN HIGH SCHOOL CLASSROOMS

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APA Citation: Susanti, M., & Liusti, S. A. (2025). Directing learning through language: An analysis of teachers' directive speech acts in Indonesian high school classrooms. *Indonesian EFL Journal*, (11)(2), 359-370. <https://doi.org/10.25134/ieflj.v11i2.11813>

Received: 22-03-2025

Accepted: 28-05-2025

Published: 30-07-2025

**Abstract:** This study aims to describe the forms of directive speech acts used by teachers in Indonesian language learning interactions at SMA Negeri 15 Padang and explain their use across the opening, core, and closing stages of instruction. Using a qualitative approach with a descriptive method, data were obtained from the utterances of Indonesian language teachers in grades X and XI through non-participant observation, audio recording, and note-taking. A total of 186 utterances containing directive speech acts were identified. The analysis employed Searle's taxonomy of speech acts and Hymes's Speaking framework to examine linguistic forms and their contextual use. Data validity was ensured through triangulation, and data analysis involved reduction, display, and conclusion drawing. The study identified six types of directive speech acts: telling, inviting, asking, pleading, advising, and forbidding. "Telling" appeared most frequently, especially during the core learning stage, while "inviting" and "asking" were common in the opening and closing stages to create a participatory and supportive classroom atmosphere. These findings suggest that teachers strategically use directive speech acts according to the phase of instruction and learning goals. The study concludes that directive speech acts play a vital role in managing classroom interactions and enhancing learning effectiveness. Teachers act not only as conveyors of knowledge but also as interaction managers through the use of purposeful and polite language. This underscores the importance of pragmatic competence in effective teaching, particularly in the context of Indonesian language education.

**Keywords:** *directive speech acts, Indonesian language learning, teacher interaction, pragmatics, politeness.*

### INTRODUCTION

Communication in education has a strategic role in determining the effectiveness of the learning process. As a social activity, communication functions not only to transfer information, but also to build relationships, motivate, and direct learners' behavior (Li et al., 2022; Robinson, 2022; Schneider et al., 2022). In the context of learning, the quality of communication between teachers and learners is a key factor in creating a productive and meaningful learning (Amerstorfer & Freiin von Münster-Kistner, 2021; Xie et al., 2020). One form of verbal communication that is very important in learning is speech acts. In the study of pragmatics, speech acts are understood as actions realized through speech (Fatma et al., 2020; Izar et

al., 2021). Through speech acts, a speaker not only conveys meaning, but also performs certain actions towards his interlocutors (HL et al., 2023; Prastio et al., 2024; Tanduk, 2023). Especially in the classroom, the teacher's speech acts become the main instrument to manage learning interactions, direct student activities, and shape class dynamics (El-Dakhs et al., 2019; Engeness, 2021; Wolff et al., 2021).

One type of speech act that is most often used in classroom interaction is directive speech act. Directive speech acts aim to direct or influence the actions of speech partners, such as in the form of orders, requests, advice, prohibitions, or other instructions (Prastio et al., 2024; Sari & Utomo, 2020; Suryandani & Budasi, 2021). In learning

practice, the use of directive speech acts is vital because teachers need to actively organize the course of teaching and learning activities so that learning objectives are achieved effectively (Humaeroah et al., 2023; Kentmen et al., 2023; Nguyen et al., 2022; Yulian & Mandarani, 2023). The effectiveness of teachers' directive speech acts does not solely depend on the content of the message conveyed, but also on the situational context, the choice of communicative strategies, and the suitability of language use with the characteristics of students (Yulian & Mandarani, 2023; Zulianti & Nurchurifiani, 2021). Failure in the use of directive speech acts can cause incomprehension, resistance, and even decreased learner participation in learning. Jati et al., (2019) identifies several behaviors that can disrupt the teaching-learning process, such as students' lack of attention, disruptive behavior, low concentration, lack of clarity in giving instructions, and undirected learning objectives. Therefore, the teacher's pragmatic skills in choosing the form and the way of delivering directive speech acts become an important aspect that needs to be studied more deeply (Kentmen et al., 2023; Nisa & Abduh, 2022; Suryandani & Budasi, 2021). Teachers must be able to convey directions clearly, politely, and according to the context so that students understand the meaning of the speech appropriately (Dewi et al., 2023; Liu et al., 2025). Failure to deliver directive speech acts can have a negative impact on student participation, classroom atmosphere, and learning outcomes (Haghighi et al., 2019; Omar & Razi, 2022; Taguchi, 2024). Research conducted by Rafiq & Yavuz (2024) proved that effective use of directive speech acts by teachers contributes greatly to the creation of a conducive learning process and the achievement of learning objectives. In contrast, the use of ineffective speech acts can lead to negative responses from students, such as fear, incomprehension, or even resistance to learning (Chew & Cerbin, 2021; Mulyani et al., 2024; Ofianto et al., 2023).

In addition to the form of speech acts, the context or situation in which the speech acts are used also determines the effectiveness of communication in the classroom. According to Nurfridayanti et al., (2022), communication elements such as setting, participants, ends, act sequence, key, instrumentalities, norms, and genre (Speaking) greatly affect the meaning and purpose of a speech act. Therefore, the analysis of teachers' speech acts in learning needs to also consider the situation and context in which communication

takes place. Language activities in the learning environment not only include the delivery of subject matter but also consist of commands, advice, reprimands, and evaluation activities conducted by teachers (Gupta, 2019; Latifah & Safrida, 2025; Levi & Inbar-Lourie, 2020). These language activities occur throughout the learning process, starting from the opening, continuing through the core, and concluding with the closing activities (Amer et al., 2021). At each of these stages, teachers' directive speech acts may vary depending on the communicative goals they aim to achieve. However, these studies generally focus on the form of speech acts in general or only limited to one aspect of learning interaction. Studies that systematically examine how teachers' directive speech acts vary in the beginning, core, and closing stages of learning and how the situational context affects the form and function of these speech acts are still very limited. The initial observation conducted at SMA Negeri 15 Padang on November 25-29, 2024, found that teachers used various forms of directive speech acts during learning activities. Some learners showed positive responses by understanding and implementing the teacher's directions, but not a few also showed negative responses, such as silence, confused expressions, or incomprehension of the instructions given. This symptom shows that the teacher's use of directive speech acts requires special attention to improve its effectiveness.

This problem is in line with the findings of previous research. Abdurrahman & Manaf (2019) revealed that low politeness in directive speech acts can trigger negative responses from students. Khasawneh (2023) also highlighted the lack of effective interaction between teachers and students as an inhibiting factor for smooth learning. In addition, Solikhah et al., (2022) shows that directive speech acts that do not pay attention to the psychological aspects of students can cause fear, embarrassment, or annoyance in students.

As part of efforts to improve the quality of learning in the Merdeka Curriculum era, which emphasizes the active role of students, teachers are required to use directive speech acts strategically. Even though learning is student-centered, the teacher still plays an important role as a facilitator, motivator, and director, so the use of effective directive speech acts is very relevant (Martin-Alguacil et al., 2024). Based on this phenomenon, it is important to conduct a more in-depth research on the form of teachers' directive speech acts in various stages of learning activities, as well as examine the situational context behind the use of

these speech acts. Based on this phenomenon, it is important to conduct a more in-depth research on the form of directive speech acts of teachers in various stages of learning activities, as well as examine the context of the situation behind the use of speech acts. This research aims to: 1) analyze the form of teacher's directive speech acts in teaching-learning interaction at SMAN 15 Padang; and 2) distribution of directive speech acts based on learning stage.

**METHOD**

This study employed a qualitative descriptive method to analyze the forms and functions of directive speech acts used by Indonesian language teachers in classroom interactions at SMA Negeri 15 Padang. The focus of the research is on naturally occurring speech, emphasizing contextual and pragmatic aspects of language use. Data were collected from utterances of two Indonesian language teachers Mr. Aulia Briliansyah, S.Pd. and Mrs. Milawati, S.Pd. during four learning sessions each in grades X and XI.

Data collection techniques included non-participant observation, audio-visual recordings, and note-taking. The researcher acted solely as an observer during class sessions, using mobile phones and digital cameras to record verbal interactions, and observation sheets to document nonverbal behaviors. These tools ensured data accuracy and allowed for repeated analysis.

The unit of analysis was teacher utterances containing directive speech acts. A total of 186 utterances were collected and transcribed. Data coding followed Searle's (1979) taxonomy of directive speech acts such as commanding, requesting, prohibiting, suggesting and was supported by Hymes's SPEAKING framework to interpret sociocultural context. The utterances were categorized according to their occurrence in the opening, core, or closing stages of instruction.

To ensure reliability, inter-rater agreement was conducted by involving two independent coders who categorized a sample of the data. Discrepancies were discussed and resolved collaboratively. Triangulation was applied through multiple data sources (teachers, students, learning documents) and techniques (observation, interviews, documentation), enhancing the validity of the findings. Data analysis proceeded through three stages: data reduction, data display (classification tables and contextual narratives), and conclusion drawing with ongoing verification.

**RESULTS AND DISCUSSION**

*Forms of teacher's directive speech acts in teaching-learning interaction at sman 15 padang*

Based on the results of research on directive speech acts in teaching-learning interactions conducted by Mr. Aulia Briliansya and Mrs. Milawati at SMA Negeri 15 Padang, six categories of directive speech acts were found, namely: commanding, requesting, suggesting, pleading, giving advice, and inviting. The total number of data classified from the four recordings is 115 teacher utterances that belong to the category of directive speech acts. Each data was analyzed to reveal the function, form, and communicative strategy of the teacher in managing teaching-learning interaction in the classroom.

*Table 1. Inventory results of all transcript data*

Type of Action	Example Data	Code	Total
Directive Speech		Number	
Ordering	"Please write this down and summarize."	E5T16	63
Inviting	"Let's continue."	E5T13	15
Requesting	"Who can read this in front of the class?"	E5T15	14
Pleading	"I kindly ask all of you to take out your notebooks..."	E6T16	10
Advising	"Don't forget to write the date today."	F8T21	8
Prohibiting	"There should be no phone on the table."	E5T06	5

Based on the table, it can be seen that the 115 directive speech acts found are 115 speech acts, namely 63 speech acts of telling, 15 speech acts of inviting, 14 speech acts of asking, 10 speech acts of begging, 8 speech acts of advising, and 5 speech acts of forbidding. Based on the research results, it can be concluded that the form of speech act of telling is the most dominant one used by teachers in the learning process. This shows the teacher's role as the main director of the learning activities. For more details, it can be described as follows.

*Directive acts of order*

The analysis of the data shows that the directive speech act of telling is the most dominant form used by teachers in teaching-learning interaction. Based on the analyzed data, there are 63 utterances that belong to the category of telling. This type of

speech is characterized by the imperative sentence form used to give direct, firm, and explicit instructions to students.

The directive speech act of telling can be seen in the following example.

“Those who picket, please pick up the trash and clean the class first.” (E5T01)

This utterance appears in the early stage of learning.

Context: The speaker tells the speech partner to pick up the trash and clean the class first.

“Make it in the notebook. Just do it in the notebook for brevity.” (E5T19)

This speech appeared in the core learning activities.

Context: The speaker tells the speech partner to do the assignment in a notebook.

“Please tidy up your things.” (F8T23)

This utterance appears in the closing activity of learning.

Context: The speaker tells the speech partners to tidy up their belongings because the learning time is over.

Speeches (1), (2), and (3) are included in the directive speech act of telling. In speech act (1), the teacher uses the word “please” as a marker of a polite form of command. In this context, the teacher tells the students to pick up the trash and clean the class at the beginning of the lesson, with the aim of creating a comfortable and clean learning atmosphere. In speech (2), the teacher uses the word “make” to instruct students to do the assignment in the notebook. This action occurs at the core stage of learning as part of independent practice activities. Meanwhile, in speech (3), the teacher conveys the command with the word “please” which shows politeness in telling students to tidy up their belongings. This utterance appears at the closing stage of learning, signaling the end of the learning activity that day.

#### *Inviting directive speech*

Acts Inviting speech acts are the second most frequently used form of directive speech acts by teachers. Based on the analyzed data, there are 15 utterances included in this category. According to Hanna & Richards (2019), the form of inviting speech act is included in the directive type because

it has the purpose to influence the behavior of speech partners, although with a more subtle and collaborative approach. In learning, invitations are used by teachers not only as a form of instruction, but also as a strategy to create students' emotional involvement in the learning process (Kartel et al., 2022; Rasmitadila et al., 2021). The form of directive speech acts of inviting can be seen in the following utterances.

“Let's continue.” (E5T13)

This utterance appears at the core stage of learning.

Context: the speaker invites speech partners to continue learning to the next stage.

“For those who don't have a textbook, just look on the internet.” (E5T20)

This utterance appears at the core stage of learning.

Context: the speaker invites speech partners to look for references on the internet so that learning continues to run orderly and conducive internet so that learning continues to run orderly and conducive. In this case, the speaker provides an alternative friendly solution.

“Let's close with hamdalah.” (E5T33)

This utterance appears in the closing stage of learning

Context: The speaker invites speech partners to end the learning activities by giving thanks collectively.

The inviting strategy shows the teacher's role as a facilitator who wants to build emotional involvement and togetherness with students. In the pragmatic context, this form reflects politeness and a communicative approach that can increase motivation and cooperation in the classroom.

#### *Requesting directive*

The speech Acts Requesting is the fourth most frequently used directive form by teachers after the speech acts of telling, inviting, and begging. Based on the data, there are 12 utterances included in the category of requesting. Different from ordering which tends to be a strict instruction, requesting speech acts have higher politeness nuances and are often framed in the form of indirect questions or invitations. According to Degen (2023), requesting speech acts are generally more polite and provide room for choices for listeners to respond. In the

context of learning, this form is used by teachers to create a more participatory and democratic atmosphere.

The form of directive speech act of asking can be seen in the following speech.

“Who can read to the front?” (E5T15)

This utterance appears in the core stage of learning.

Context: The speaker asks for students' voluntary participation.

“Can you please help mom to turn on the infocus, son?” (E6T14)

This utterance appears in the early stage of learning.

Context: The speaker asks the speech partner for help to turn on the projector as a medium used for learning activities.

“Who will come forward, Ananda?” (E6T25)

This utterance appears at the core stage of learning.

Context: The speaker asks the speech partner to come forward to read the biography text in front of the class so that his friends can hear it.

The strategy of using the speech act of asking shows the teacher's communicative approach and prioritizes politeness in building two-way interactions with students. Thus, this form not only regulates student behavior, but also fosters closeness and active involvement in learning activities.

#### *Directive acts of requesting*

Pleading is a directive form used by teachers with high politeness nuances, often accompanied by the word “please” or other soft expressions. Based on the result of data analysis, there are 10 speech acts that belong to this category. The speech act of begging is used in situations when the teacher wants to maintain interpersonal relationships with students while still giving directions or instructions. This form shows that the teacher wants students' cooperation, but with a low-confrontation approach. According to Almora & Heryono (2025), the politeness strategy in this kind of speech act is part of the politeness principle that prioritizes consideration of the rights and feelings of speech partners. In learning, the use of begging shows the teacher's sensitivity to social relationships with students.

The form of speech act of begging can be seen in the following utterance.

“Please calm your voice first, Ananda.” (E6T11)

This utterance appears in the early stage of learning.

Context: The speaker asks the speech partner to pay attention to the teacher's explanation.

“For all of you, please take out your notebooks.” (E6T16)

This utterance appears at the core stage of learning.

Context: The speaker asks speech partners to take out notebooks from their respective bags so that they can be used in the learning process

“Please pay attention and no more noise.” (E6T12)

This utterance appears during the initial stage of learning.

Context: The speaker wants to start learning with a calm, orderly, and focused classroom atmosphere.

The use of this form shows the teacher's communication strategy which is supportive and cooperative, and supports the formation of a conducive learning atmosphere through an empathic approach.

#### *Directive acts of advising*

Advising speech act is a form of directive speech act used by the teacher to give guidance or moral direction to the students. Based on the analysis, there are 8 utterances included in this category. These speech acts are usually reminding, directing, or reinforcing students' positive attitudes and behaviors. According to Mubarok et al., (2021), directive speech acts such as advice are intended not only to tell or ask, but also to influence the attitudes or values held by the listener. In learning, advice is used by teachers to shape students' character, discipline, and responsibility.

The form of speech act of advising can be seen in the following speech.

“Don't forget to make today's date.” (F8T21)

This utterance appears at the core stage of learning.

Context: The speaker advises the speaker to make the date on the assignment being done.

“The assignment will be collected tomorrow, don't forget anything.” (F8T25) - closing stage of learning

This utterance appears in the closing stage of learning.

Context: The speaker reminds the speech partner not to forget to collect the assignment.

“Don't use your voice, the hands and brain work, the mouth doesn't work”

This utterance appears at the core stage of learning.

Context: The speaker advises the speech partner to keep quiet while studying.

The use of this speech act emphasizes the affective dimension of education. Advice is not only directed at concrete actions, but also shapes students' positive attitudes towards learning activities and the tasks given.

#### *Prohibition directive speech acts*

Prohibition is a directive form used by teachers to stop or prevent students' unwanted actions during the learning process. Based on the results of data analysis, there are 5 utterances that fall into this category. According to Ricca (2022), prohibition is included in the category of directive speech acts because it aims to influence the behavior of speech partners by inhibiting or preventing an action from happening. In the classroom context, this speech act functions to maintain order and focus of student learning.

The form of speech act of prohibiting can be seen in the following speech act

“Don't play with your cellphone, Ananda.” (E6T32)

This speech act appears in the core stage of learning.

Context: The speaker prohibits speech partners from playing cell phones so that they can focus on learning. This aims to regulate classroom discipline, especially related to student habits that interfere with the course of learning.

“No chatting first, listen to Mommy.” (F8T11)

This utterance appears in the core stage of learning.

Context: The speaker prohibits speech partners from chatting so that they listen to the speaker's explanation during the lesson.

“No one should play with their cell phones, Ananda.” (F9T05)

This utterance appears in the early stages of learning.

Context: The speaker forbids speech partners to sit on the floor so that the learning process can begin immediately. learning process can begin immediately.

The form of prohibition can be conveyed directly (negative imperative) or through polite but firm expressions. Although it is restrictive, the teacher still pays attention to the elements of politeness, such as the use of respectful calls “Ananda” or a tone of voice that is not intimidating. Pragmatically, the speech act of prohibiting shows the authority and responsibility of the teacher in maintaining a conducive learning atmosphere. Teachers do not only act as material deliverers, but also as classroom managers who ensure that learning norms and rules are obeyed by students (Abdul Haq et al., 2022; Debreli et al., 2019; Trpin, 2023).

#### *Distribution of directive speech actions by learning stage*

The use of directive speech acts by teachers in teaching-learning interactions is not evenly distributed, but has a certain tendency based on the learning stage. In general, the three stages of learning, namely opening, core, and closing, show different usage characteristics according to the communicative purpose at each stage.

#### *The beginning stage*

Based on the results of research on directive speech acts in teaching-learning interactions conducted by Mr. Aulia Briliansya and Mrs. Milawati at SMA Negeri 15 Padang, directive speech acts in the early stages of learning are classified as follows.

Table 2. *Forms of teacher's directive speech actions in the early stage of learning*

Class	Type of Utterance					
	Myrh	Mgik	Mnt	Mlrg	Msht	Mhn
XE5	4	1	2	2	0	0
XE6	7	2	3	0	0	6
XIF8	0	1	0	0	0	0
XIF9	2	0	0	1	0	0
Total	13	4	5	3	0	6

The total number of data classified from the four recordings is 31 teacher utterances that fall into the category of directive speech acts. The dominant directive forms in this stage are ordering, pleading, and requesting, with tones that tend to be

friendly and persuasive. In the early stage of learning, teachers generally use directive speech acts to organize class readiness. This function is seen in commands such as telling students to sit neatly, prepare the necessary stationery, and calm the classroom atmosphere to be conducive to starting teaching and learning activities.

“Please calm your voice first, Ananda.” (E6T11)

“Please prepare your Indonesian books.” (E5T05)

*Core stage of learning*

The core stage is the main part of the learning process, where the interaction between teachers and students takes place intensively. In this stage, the frequency of the use of directive speech acts by teachers tends to be higher compared to the initial and closing stages of learning. This shows that teachers utilize various forms of directive speech as a means to organize, direct, and facilitate the course of teaching and learning activities.

Table 3. *Forms of teacher's directive speech actions at the core stage of learning*

Class	Type of Utterance					
	Myrh	Mgik	Mnt	MIrg	Msht	Mhn
XE5	10	6	3	1	0	2
XE6	5	3	3	1	0	2
XIF8	8	0	1	0	1	0
XIF9	22	0	2	0	6	0
Total	45	9	9	2	7	4

The total number of directive speech act data in the core stage that has been classified from the four recordings is 76 teacher utterances that fall into the category of directive speech acts. The dominant directive forms in this stage are ordering, inviting, requesting, pleading, and requesting and advising. Examples of the dominant forms of speech acts used by teachers can be seen in the following utterances.

“Please note and summarize.” (E5T16)

“Let's continue.” (E5T13)

“Who will come forward, Ananda?” (E6T25)

*Learning closure stage*

In the closing stage of learning, directive speech acts still play an important role although the frequency is not as much as in the core stage. Teachers use this speech act as a way to close learning activities in an orderly and directed manner. The speech acts used tend to be short, but

still contain clear directions for students.

Table 2. *Forms of teacher's directive speech actions at the closing stage of learning*

Class	Type of Utterance					
	Myrh	Mgik	Mnt	MIrg	Msht	Mhn
XE5	1	1	0	0	0	0
XE6	0	1	0	0	0	0
XIF8	1	0	0	0	0	0
XIF9	3	0	0	0	1	0
Total	5	2	0	0	1	0

The total number of directive speech act data in the closing stage that has been classified from the four recordings is 8 teacher utterances that are included in the category of directive speech acts.

The directive forms that appear in this stage include telling, inviting and advising, often with reflective nuances or value reinforcement. The dominant forms of speech acts used by teachers can be seen in the following utterances.

“Please summarize today's lesson.” (F9T35)

“The assignment will be collected tomorrow, don't forget anything.” (F8T25)

“Let's close with hamdalah.” (E5T33)

Based on the analysis of 115 directive speech acts collected from four different classes, four main situations can be identified that form the context of the use of teachers' directive speech acts. Based on the data, the following is a description of the analysis of some examples of speech acts:

*Inviting speech acts - code: E5T13*

The utterance “*Let's continue*” was delivered by the teacher at the opening stage. The setting is a quiet morning class. Participants are the teacher and all students. This speech aims (Ends) to restart learning activities, with an act sequence in the form of an invitation followed by students' attention. The tone or key used is friendly, and the instrumentalities are direct speech with a relaxed formal style. The norms of communication emphasize the importance of togetherness, and the genre of this speech is a social invitation in a collective framework.

*Prohibiting speech acts - code: F9T06*

The utterance “*Don't chat first, let's focus on the assignment*” is delivered in a rather noisy classroom atmosphere. Participants are the teacher and one or two disruptive students. The purpose

(Ends) is to control the situation so that students return to focus. The prohibition is delivered directly (act sequence: prohibition → silence → explanation), with a firm but not loud tone (key). The norms are not to talk when the teacher gives an assignment. This shows the genre of class control commands.

*Pleading speech actions - code: E6T11*

The teacher says “*Please calm your voice first, Ananda*” at the beginning of the lesson. The setting shows the atmosphere of just starting the lesson. The purpose (Ends) is to set the atmosphere to be quieter. The request is delivered in a polite (key) and formal (instrumentalities) style, showing a high politeness strategy. Participants are the teacher to all students, with a polite request genre.

*Advising speech actions - code: F8T25*

The sentence “*The assignment will be collected tomorrow, don't forget it*” is delivered towards the end of the lesson. Ends are reinforcement of responsibility. Act sequence consists of reminder and affirmation. The tone (key) tends to be serious but calm. The norm is the importance of being responsible for the task. The genre of this speech is educational advice.

*Speech acts of requesting - code: E6T25*

The utterance “*Who will come forward, Ananda?*” shows the teacher's effort to encourage individual participation. The context (setting) is during discussion activities in the core stage of learning. The tone (key) is friendly and open. The communication strategy shows the form of participatory questioning (genre: informal question and answer), conforming to the norm of active participation in the classroom.

## CONCLUSION

Based on the results of this study on teachers' directive speech acts in teaching-learning interactions at SMA Negeri 15 Padang, it can be concluded that teachers utilize a variety of directive forms, including telling, inviting, asking, pleading, advising, and forbidding. Among these, “telling” is the most dominant form, especially during the core stage of instruction, where the teacher seeks to maintain control and clarity in delivering content. The selection of directive forms aligns with the stages of learning—opening, core, and closing—demonstrating strategic communication adapted to classroom needs. In the opening stage, teachers use inviting and requesting acts to establish a conducive atmosphere; in the

core, telling and asking dominate to guide instruction; and in the closing, inviting and requesting reappear to conclude sessions constructively.

Through analysis using the speaking framework, it is evident that the use of directive speech acts is not arbitrary, but contextually guided by social roles, communicative intentions, and classroom norms. Teachers balance their authority with politeness, fostering both control and engagement in the learning process. This highlights the importance of pragmatic competence in pedagogical communication.

For future research, it is recommended to extend the study by comparing directive speech patterns across various subjects and education levels. Additionally, classroom action research involving teacher feedback or the implementation of communication skills training modules could enrich insights into how directive speech acts affect classroom dynamics. Such research can support curriculum developers and teacher trainers in designing interventions that enhance teachers' pragmatic awareness and communicative effectiveness.

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