

An Analysis of Teacher's Directive Speech Act in Learning English at SMKN 2 Mataram

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Abstract

This research aims to identify the types of directive speech acts, the directive speech act strategies and types of directive speech acts that are most widely used by English teachers at SMKN 2 Mataram. The research method used is the mixed method. The source of the data in this study was one of the teachers who taught English at SMKN 2 Mataram majoring in the Tourism Industry. Data were obtained from spoken sources, by listening to the teacher's speech acts to students in the learning process in classroom. The data collection techniques used in this study are SLBC, recording technique, note-taking/transcript technique. The technique of analyzing data uses 3 ways, namely: reduce data, display data and draw or verify data. The research results show that there are 5 types of directive speech acts, namely directive speech telling 31.65%, asking 27.85%, suggesting 8.86%, Advising 10.76%, and Challenging 20.89%. Furthermore, there are 2 speech strategies, namely direct 96.30% and indirect 3.70%. Telling is the highest percentage of the types of directive speech acts used by teachers, even though what should be needed is other types of directive speech acts. Because based on many studies, the directive telling has little effect on providing understanding to students in the learning process. The results of this study are expected to contribute to teachers being able to convey various directive speech acts in the classroom with the right strategy in the learning process. Therefore, the teacher's speech acts must be able to direct students to the learning process.

Keywords: *Pragmatics, Directive Speech Acts, English Learning.*

1. INTRODUCTION

One of communication forms is in an interaction in English teaching and learning process. The teachers must be able to guide and attract students to participate in teaching and learning activities properly and diligently. Thus, the use of good speech acts and in accordance with the context in teaching and learning interactions create a memorable teaching and learning atmosphere for teachers and students. The teacher's speech is a part of the form of communication in the

learning process in the classroom. All processes in the classroom including giving instructions or directions, questioning the material, explaining the material, and providing feedback involve the teacher's speech. This means that the teacher's speech is very important because almost all class interactions such as giving instructions, asking questions and providing feedback are formed in the teacher's speech. In addition, the teacher's speech plays an important role in implementing learning strategies to achieve the goals to be achieved.

According to Chaer and Agustina (2004) the traditional function of language when asked whether language is, the answer will be that language is a tool for interacting or a tool for communicating, in a sense, a tool for conveying thoughts, ideas, concepts or feelings. Based on opinion of these experts, a conclusion can be drawn that language functions as a means of communication and interaction by humans in general. The use of language as a communication tool is very important in its application when teaching and learning activities take place in the classroom. The use of the language has been chosen by the teacher greatly affects student learning outcomes. Through the process of communication in teaching and learning activities brings up speech events and speech acts. Speech events are the process of occurrence or ongoing linguistic interaction in a form of speech or more that involves two parties, namely the speaker and the interlocutor, with one main utterance, in a certain time, place, and situation (Chaer and Agustina, 2004).

The study of how linguistics interacts and explains its use in the context of speech acts, there are two pragmatic studies. In pragmatics, spoken language is manifested in the form of speech with the term speech act. A speech act is something that is said by the speaker and then done by the speech partner in accordance with what is said with the reaction expected by the speaker. Speech acts and speech events are two symptoms found in a communication process in conveying or mentioning an intention by the speaker. Speech acts are divided into three types, namely locutionary, illocutionary and perlocutionary speech acts.

Searle (in Gunarwan, 1994) divides illocutionary speech acts into five types, namely (1) representative, (2) directive, (3) expressive, (4) commissive, and (5) declaration. This research focuses on discussing about directive. The directive is a speech act performed by the speaker with the intention that the listener performs the action intended in the utterance, for example telling,

asking, suggesting, advising, and challenging. Searle (in Gunarwan, 1994), the directive speech act is divided into five kinds, namely the directive speech act of telling, asking, suggesting, advising and challenging.

Speech act strategy is a way used by speakers in expressing certain speech acts. Searle (in Murtinich, 2001) states that the direct strategy used in conveying the function of speech acts by the speaker to speech partner uses speech with a clear meaning or that realizes meaning by functioning conventional speech, both linguistically and non-linguistically. It is done by relying on and achieving shared-knowledge. Furthermore, in the use of indirect strategies, the speaker's express speech acts by functioning unconventional speech generally and purpose of the speech is politeness, although this is not entirely the case.

The existence of speech acts mostly and naturally occurs in teacher-student interactions. Speech acts in the classroom are usually used to achieve certain learning objectives (Curtis and O'Hagan, 2005). In addition, speech acts in the classroom include all verbal speeches used as a medium of communication in the classroom (Merdana et al, 2013). In the classroom, speech acts have three instructional functions: control, organization, and motivation. This means that through speech acts, teachers generally deliver material, regulate the teaching-learning process, and motivate students (Johnson, 1997). In addition, Merdana et al. (2013) stated that speech acts in the classroom build the quality of verbal interaction and increase student participation in the classroom.

Regarding to English language is very closely related to the world of tourism. It is known that English is one of the most commonly used international languages in tourism. Indonesia is a country that has many extraordinary tourist destinations. Especially in Lombok which has many tourist attractions such as Kuta Mandalika, Sade Village and Islamic Center, which causes many international tourists to visit Lombok. The government has a very well-planned program related to tourism development, such as opening schools and universities that focus on tourism. English has become a universal language in the world of tourism. Fluent in English will be an added value when

looking for work in any type of tourism industry. SMKN 2 Mataram is one of the schools that supports government programs. Therefore, SMKN 2 Mataram was taken as the research site.

In the current era, the English skills of students majoring in tourism are still far below the

average because they think English is difficult to learn. The biggest factor influencing the communication of English learning is the characteristic of linguistic knowledge skills possessed by teachers and students. Therefore, teachers must be able to understand all the characteristics of learning, so that teaching and learning interactions take place effectively and efficiently. In addition, professional teachers must be able to carry out teaching and learning activities that can educate, have great personality and always try to be able to solve problems encountered during learning process. Language skills can be mastered optimally by students if the teacher can demonstrate good speech act skills in delivering lessons in class. The teacher's proficiency in speech acts plays a role in improving students' language skills by using good and correct English, both spoken and written.

In the process of teaching and learning activities, the teacher will make various word selections in providing instructions to the students such as to tell, to ask, to suggest, to advise and to challenge. By using directive speech acts, teachers and students can turn on learning interactions in the classroom. Therefore, this research is very interesting to do. This research tries to identify the types and strategies of directive speech acts used by the teacher's in English learning process of Tourism Industry major at SMKN 2 Mataram.

Based on the background described, This research aims to identify and analyze the directive speech acts used by teachers to students in the process of learning English majoring in the Tourism Industry at SMKN 2 Mataram; to identify and describe the directive speech acts used by the teacher's in the English learning process of Tourism Industry major at SMKN 2 Mataram. analyze the use the directive speech act strategy in the English learning process of Tourism Industry major at SMKN 2 Mataram.

2. RESEARCH METHOD

This research used a mixed method. The mixed method research is a research method that is applied when the researcher has questions that need to be tested in terms of outcomes and processes and involves a combination of qualitative and quantitative methods in one study. This research is more dominant to qualitative research, because quantitative research is only used to find the percentage of the amount of data. According to Moleong (2007) qualitative research is intended to understand phenomena about what is experienced by research subjects, such as behavior, perceptions and actions both holistically and by way of description in the form of words

and language. This research is a qualitative descriptive study that is used to describe the types of directive speech acts that appear in the teacher's speech to students, and what strategies are used by the teacher in the learning process in class X & XI of Tourism Industry major at SMKN 2 MATARAM in chapter 5 learning materials about memos, menus, schedules, and symbols & signs, comparison degree and conditional sentence type 1.

The data source in the research is the subject that the data are obtained (Arikunto, 2013). Sources of data in this study include one English teacher class X& XI of Tourism Industry major at SMKN 2 MATARAM. The location of this school in Mataram City, *Jalan Pemuda No.18*. The teacher who is the source of data named Elon Widianti, S.Pd. and has been teaching for 5 years at SMKN 2 MATARAM as an English teacher. At the time of the study the teacher taught three classes, namely X UPW1, XI UPW1 and XI UPW2 and there are 95 students taught by the teacher. The researcher made Mrs. Elon as the research subject. The data were analyzed from words produced by the teacher. Data were obtained from spoken sources, by listening to the teacher's speech acts to students in the learning process in class. Therefore, in this research used the technique of recording. This can be equated with the "observation method" in social science (Sudaryanto, 2015). The researcher listens the speech that appears when teaching and learning process in class X & XI of Tourism Industry major at SMKN 2 MATARAM are in progress.

The data collection techniques used in this research divided into two: basic techniques; tapping technique and advanced techniques; SLBC, recording technique, note-taking technique (Sudaryanto, 2015). This research was conducted using an advanced technique, namely: The advanced techniques used in this study were the *Simak Bebas Libat Cakap*(SBLC), recording technique, and note-taking / transcript technique.

3. FINDINGS AND DISCUSSION

3.1. Findings

The following are the results of research data obtained during the 3 months research process (February - April 2022) of speech acts of English teachers in X & XI Tourism Study Program at SMKN 2 MATARAM.

Table 1. Types of Directive Speech

No.	Types	Frecuency	Percentage
1	Telling	50	31,65%
2	Asking	44	27,85%
3	Suggesting	14	8,86%
4	Advising	17	10,76%
5	Challenging	33	20,89%
	Total	158	100%

Table 2. Strategies of Directive Speech

No.	Types	Frecuency	Percentage
1	Direct	208	96.30%
2	Indirect	8	3,70%
	Total	216	100%

Based on table, it is shows that there are 5 types of directive speech acts and 2 speech strategies used by English teachers majoring in tourism in the classroom learning process, and the research process was carried out 3 times recording learning videos with different classes and materials. There are 5 types, namely directive speech Telling 31.65%, Asking 27.85%, Suggesting 8.86%, Advising 10.76%, and Challenging 20.89%. Furthermore, there are 2 speech strategies, namely direct 96.30% and indirect 3.70%.

3.2. Discussion

The directive speech act is a speech act performed by the speaker with the intention that the listener performs the action intended in the utterance, for example telling, asking, suggesting, advising, and challenging. Speech act strategy is a way used by speakers in expressing certain speech acts.

3.2.1 The Types of Directive Speech Act

1. Telling

The directive speech act of telling is a speech act that is spoken to tell the speech partner to do what the speaker says.

Table 3. Data 1 of Directive Telling.

Data	Teacher : <i>Yang irregular, jadi ketika menjadi lebih dan paling, dia tidak bisa ditambahkan ER, tidak bisa ditambahkan more, tidak bisa ditambahkan EST, tidak bisa ditambahkan most. Tapi dia berubah bentuk menjadi kata yang baru.</i>
1	Teacher : <i>Contoh</i> Student : <i>Good – Better</i>

Speech data on the type of directive speech act "Telling" was used by the teacher to provide an explanation of the material. As an example of the speech made by the teacher in section (Data 1) "*Yang irregular, jadi ketika menjadi lebih dan paling, dia tidak bisa ditambahkan ER, tidak bisa ditambahkan more, tidak bisa ditambahkan EST, tidak bisa ditambahkan most. Tapi dia berubah bentuk menjadi kata yang baru*", the teacher explains the irregularities in the comparison degree material to the students. The goal is for students to know the use of words that are irregular, when they are going to make sentences in the comparison degree material. The directive speech act spoken by the teacher in the "telling" type, the teacher managed to explain well and clearly and managed to direct students during the learning process.

2. Asking

The directive speech act of asking is a speech act that politely asks the speech partner to do something the speaker wants.

Table 4. Data 2 of Directive Asking.

Data	Teacher : <i>Nah, sekarang kita lihat tugas kalian ! Okay, sekarang masing-masing kalian menuliskan posi eh sorry. Comparative degreenya di depan.</i>
2	Student : <i>Bukunya di kumpulin.</i>

Speech data on the type of directive speech act "Asking" is used by the teacher to ask students to take an action. As an example of the speech made by the teacher in part (Data 2) "*Nah, sekarang kita lihat tugas kalian ! Okay, sekarang masing-masing kalian menuliskan posi eh sorry. Comparative degree nya di depan*", the teacher asks the students to see the assignments they are doing, and the teacher also asks them to come forward one by one to write the comparative degree sentences they have made. The directive speech acts spoken by the teacher succeeded in directing the students, and the students immediately did what was asked by the teacher.

3. Suggesting

The suggesting directive speech act is a speech act that suggests the speech partner to do something good according to the speaker for the speech partner and the speaker himself.

Table 5. Data 3 of Directive Sugesting.

Data	Teacher	: <i>Kan jam kita 1jam 30 menit. Jam 10 istirahat, istirahat 15 menit.</i>
	Student	: <i>Iya</i>
3	Teacher	: <i>15 menit istirahat, berarti diambil 15 menit kita keluar jam 10.30.</i>
	Student	: <i>Iya bu, ndak apa-apa.</i>

Speech data on the type of directive speech act "Suggesting" is used by the teacher to provide input or suggestions to students to choose a decision. As an example of the speech made by the teacher in section (Data 3) "*15 menit istirahat, berarti diambil 15 menit kita keluar jam 10.30*", the teacher suggests to the students to take their break to continue explaining the material, so that the learning hours are not interrupted. The students agreed to the suggestion directive speech act spoken by the teacher. The directive speech acts spoken by the teacher succeeded in suggesting students to make decisions with what was suggested by the teacher.

4. Advising

The directive speech act of advising is an utterance made by the speaker to advise or remind the interlocutor of something it will do.

Table 6. Data 4 of Directive Advising.

Data	Student : <i>Tapi saya sudah pasti salah.</i> Teacher : <i>Jangan takut salah, kan kita belajar bukan ujian.</i>
4	

Speech data on the type of directive speech act "Advising" is used by the teacher to advise students to open their minds in or before doing something. As an example of the speech made by the teacher in section (Data 4) "*Jangan takut salah, kan kita belajar bukan ujian*", the teacher advised students not to be afraid of making mistakes in doing an assignment. Because students are asked to come forward to write down the results of the comparative degree sentences that have been made, students were afraid to go forward. The directive advising speech act uttered by the teacher succeeded in making students who were previously afraid to go forward, finally dared to come forward to write down the results of the sentences that had been made.

5. Challenging

Challenging directive speech acts are speech acts to motivate someone to want to do something that we say or say. Through this speech, the speaker tries to challenge his interlocutor to do what he says.

Table 7. Data 5 of Directive Challenging.

Data	Teacher : <i>Okay, yang selanjutnya adalah schedule. What is schedule ?</i> Student : Human daily activity.
5	Teacher : <i>Roro, what is schedule ?</i> Student : <i>Schedule is a list daily activity.</i>

Speech data on the type of directive speech act "Challenging" is used by the teacher to challenge students to use English during the learning process. As an example of the speech made by the teacher in section (Data 5) "*Roro, what is schedule ?*", the teacher challenges students to use English when answering questions. Because when the teacher uses English in the learning process, the students are also very challenged to try using English. And challenging directive speech acts

were successfully uttered by the teacher, because when the teacher used English when asking questions, the students also answered using English.

3.2.2. The Strategies of Directive Speech Act

1. Direct

The direct strategy used in conveying the function of speech acts by the speaker to speech partner uses speech with a clear meaning or that realizes meaning by functioning conventional speech, both linguistically and non-linguistically. It is done by relying on and to achieve shared knowledge.

Table 8. Data 6 of Direct Strategy.

Data	Teacher : <i>Okay perhatikan, nah lihat adjective yang pertamanya adalah good. Ketika menjadi lebih bagus, tidak ditambahkan more dan tidak ditambahkan ER. Tapi berubah menjadi kata yang baru yaitu</i>
6	<i>(Direct Imperative).</i> Student : Better Teacher : <i>Sama halnya dengan superlativenya, menjadi</i> Student : Best

The use of direct speech is more widely used by teachers in the learning process. As an example of the speech made by the teacher in section (Data 6) "*Iya, bukunya dilepas di atas meja , pulpennya dilepas di atas meja ! Perhatiin saya dulu*", because the use of direct speech acts is understood by students more quickly. And the teacher also uses a direct strategy which is the best choice because it can direct well and clearly during the English learning process.

2. Indirect

In the use of indirect strategies, speakers express speech acts by functioning unconventional speech and generally the motivation and purpose of the speech is politeness, although this is not entirely the case.

Table 9. Data 7 of Indirect Strategy.

Data	Teacher : <i>Fatan rajin sekarang iya!</i> (Indirect Declarative)
7	Student : <i>Baru dia masuk bu.</i>

The use of indirect sentences is slightly used by teachers in the learning process. As an example of the speech made by the teacher in section (Data 7) "*Fatan rajin sekarang iya!*", because the use of indirect sentences in the learning process is less efficient, sometimes the use of indirect speech can lead to several meanings that can cause miscommunication. And usually indirect sentences are used in certain contexts.

There are 5 types, namely directive speech telling 31.65%, asking 27.85%, suggesting 8.86%, Advising 10.76%, and Challenging 20.89%. Furthermore, there are 2 speech strategies, namely direct 96.30% and indirect 3.70%. English is indeed very important for tourism study major, because the two components are interrelated with each other. In the results of the study, the directive speech act of telling was used more by the teacher in the classroom than other speech acts. The speech act that should be used the most is challenging. Because directing with challenging speech acts has been proven from the results voted by students and the highest 54 voted. This means that students preferred challenging speech acts in the English learning process in class. When teachers used directive speech acts, students are challenged to be more active and enthusiastic during the process of learning English, because they felt challenged to use English when teacher taught using English and often challenge students to advance one step to practice in class. The use of directive speech acts directly and indirectly also affects the learning process in the classroom. The choice of direct speech strategy is often used because it is easier and faster for students to understand and indirect speech is usually used in certain contexts by teachers to improve students' critical thinking in the learning process.

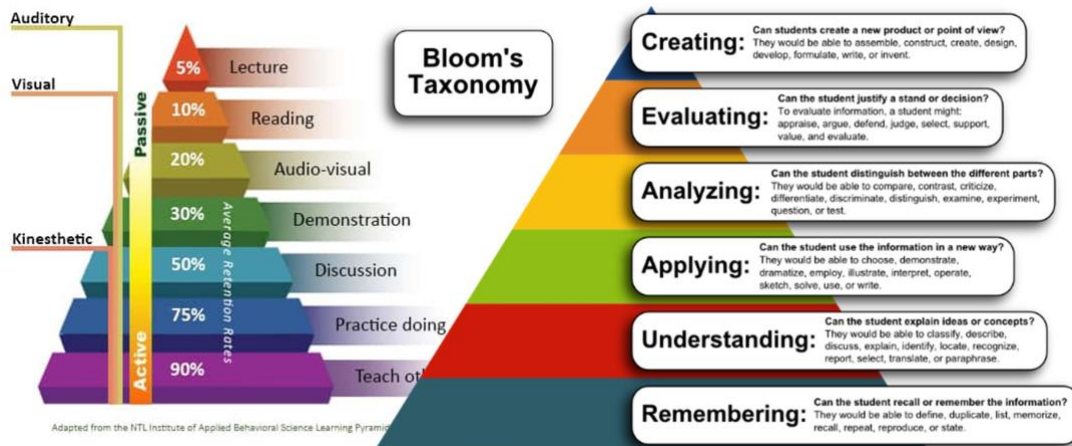


Figure 1. Pyramid Learning.

Figure 2. Bloom's Taxonomy.

Based on the pyramid figure of the learning achievement process, if the teacher uses more directive speech acts telling, then students can only absorb learning material only 5%. The teacher's learning method in the classroom which only explains, asks questions and gives assignments is not good for students. Because what students need are other methods, such as classroom practice and teachers using challenging speech acts that can make students more active in learning in the learning process. It is different from using challenging speech acts or during the learning process the teacher often challenges students, such as the practice of advancing one by one in class using English. The percentage of absorption of the material taught is much higher than that of telling speech acts, which is 75%.

It is supported by Bloom's Taxonomy which states that creating, evaluating, analyzing are the high points in education. This can be used to determine the level of understanding expected of students and also assist in the development of appropriate instructional strategies that will enable students to complete activities successfully. Therefore, teachers need to select the tasks, the method, and media used in teaching second or foreign language. This research results are essential for teachers and other educational stakeholder to consider the language choices, contexts, and contents used in teaching and learning process.

4. CONCLUSION

Based on the results of the research, it shows that there are 5 types of directive speech acts and 2 speech strategies for English teacher who taught in class X & XI majoring in tourism industry at SMKN 2 Mataram. There are directive speech act telling, asking, suggesting, advising, challenging. There are 2 speech strategies, namely direct and indirect speech strategies. This research results, it is true that there are 5 types of directive speech acts and 2 speech strategies used by the English teacher majoring in tourism in the classroom learning process, and the research process was carried out 3 times recording learning videos with different classes and materials.

There are 5 types, namely directive speech telling 31.65%, asking 27.85%, suggesting 8.86%, Advising 10.76%, and Challenging 20.89%. Furthermore, there are 2 speech strategies, namely direct 96.30% and indirect 3.70%. English is indeed very important for tourism study major, because the two components are interrelated with each other. In the results of the study, the directive speech act of telling was used more by the teacher in the classroom than other speech acts. The speech act that should be used the most is challenging. When teachers used directive speech acts, students are challenged to be more active and enthusiastic during the process of learning English, because they felt challenged to use English when teacher taught using English and often challenge students to advance one step to practice in class. The use of directive speech acts directly and indirectly also affects the learning process in the classroom. The choice of direct speech strategy is often used because it is easier and faster for students to understand and indirect speech is usually used in certain contexts by teachers to improve students' critical thinking in the learning process. Therefore, the teacher's speech acts must be able to direct students to the learning process. Because the teacher's speech acts are very influential on students in achieving the expected competencies, and what has been obtained by students is expected to be able to help the government in revitalizing the tourism sector in Indonesia, especially in West Nusa Tenggara Provinc

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