

# ANALYSIS OF TEACHER'S DIRECTIVE SPEECH ACT POLITENESS STRATEGY IN *HYBRID LEARNING* SMP ALBANNA

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## Abstract

This research seeks to: (1) identify the various types of directive speech acts employed by teachers in a hybrid learning environment, and (2) analyze the politeness strategies associated with these directive speech acts. The research adopts a qualitative methodology, gathering data on all instances of directive speech acts by teachers. Data collection involved non-participant observation, where the researcher directly observed interactions with the aid of recording devices. The data were subsequently analyzed through a pragmatic pairing method, which examines the conversational context to determine the power dynamics at play. In the context of hybrid learning, 106 instances of directive speech acts were identified. These included 19 instances of requests, 21 questions, 50 requirements, 8 prohibitives, 6 permissives, and 2 advisories. Regarding politeness strategies, the research found that among the 106 speech acts, 43 were delivered with a bald-on record strategy, 30 employed positive politeness strategies, 27 utilized negative politeness strategies, and 6 used off-record politeness strategies.

Keywords: speech acts, directive speech acts, politeness strategies

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## 1. Background

Hybrid learning integrates two instructional methods: distance learning and face-to-face instruction. This approach has become crucial during the Covid-19 pandemic, offering a balanced solution to educational challenges. Implementing hybrid learning is essential for schools, especially considering that students have been engaged in distance learning for the past two years. Surveys have indicated that the extended period of remote education in Indonesia has led to significant learning loss among students, affecting both school and university levels.

Learning loss refers to a decline in academic performance, often associated with prolonged interruptions or inadequate educational processes. Hybrid learning aims to mitigate this issue by enhancing students' academic and non-academic skills. It offers a more effective learning environment, helping students recover from the setbacks experienced during the pandemic.

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Teacher speech acts have distinct characteristics, particularly as teachers spend substantial time interacting with their students. In the context of hybrid learning, it is crucial for teachers to engage effectively with students both at home and in the classroom. The speech acts of teachers are significant because they directly impact students, often intertwining with politeness strategies.

Speech acts and politeness are interconnected and fall under the research of pragmatics. According to Levinson (1987), pragmatics examines the relationship between language and context, which is essential for understanding language use. This perspective highlights three key elements in pragmatic studies: language, context, and comprehension. To be effective within a linguistic community, speakers must grasp societal norms, including the appropriate use of language functions and speech acts.

The most influential politeness theory is proposed by Brown and Levinson, who suggest that politeness is motivated by the need to mitigate actions that threaten another person's face, referred to as Face Threatening Acts (FTAs). Politeness aims to preserve the face of both the speaker and the listener. Individuals are expected to uphold their own face and respect the faces of others. Brown and Levinson differentiate between positive face, which involves values like solidarity, informality, recognition, and friendliness, and negative face, which pertains to a person's desire for autonomy, freedom from external interference, and respect for their independence.

Bach and Harnish (as cited in Ibrahim, 1993: 27) categorize directive speech acts into six types: (1) requestives, which include asking, pleading, urging, inviting, and encouraging; (2) questions, which involve inquiring and interrogating; (3) requirements, which encompass commanding, demanding, dictating, directing, and regulating; (4) prohibitives, which function to prohibit and restrict; (5) permissives, which allow, approve, and grant permission; and (6) advisories, which provide advice.

Directive speech acts are often considered face-threatening acts (FTAs). Yule (2006: 92) defines directive speech acts as those used by speakers to get others to do something. These acts express the speaker's desires, such as commands, requests, and advice. Requests, in particular, can threaten the face of both the speaker and the listener, as they impose on the listener's freedom of action (Brown and Levinson, 1987: 129).

In educational settings, teachers convey learning content through speech. They frequently use directive speech acts when asking students to answer questions, complete assignments, or focus on the material being presented. Therefore, it is crucial for teachers to maintain politeness to respect the dignity of their students.

The learning process involves various speech intentions and linguistic variations, including politeness and directive speech acts. The emergence of hybrid learning introduces new linguistic phenomena, making this a compelling area for research.

## 2. Research Methods

The research was designed using a qualitative approach. The place of data collection was at Albanna Junior High School. The data of this research were collected by using non-participant observation technique, the researcher only observed and recorded during the learning process. The utterances were researched and limited to utterances containing directive speech acts in the month of July and August of the odd semester of the 2021-2022 academic year.

Once collected, the data was analyzed using the commensurate method. The commensurate method is an analytical method whose determining tool is outside, independent, and not part of the language concerned (Sudaryanto, 2015: 15). The commensurate method used is the pragmatic commensurate method to analyze the power related to the context of the conversation. The context of the conversation is analyzed using the SPEAKING component as proposed by Hymes (in Chaer & Agustina, 2010: 48).

The analysis is then continued with classification techniques. This technique is carried out to build categories and then analyze and look for relationships with one another to find the meaning, meaning, and purpose of communication content (Bungin, 2007: 156). The data is then presented using formal and informal methods.

### 3. Research Results and Discussion

Based on the results of the research, the author found 106 utterances that will be used as data. The data belongs to the type of directive speech acts which are then classified based on the type and politeness strategy. This explanation in detail can be seen in the following explanation.

#### 3.1. Types of Directive Speech Acts in Hybrid Learning

The discussion in this sub-chapter aims to explain the first problem in the research. This discussion includes the analysis of the types of directive speech acts used by teachers in hybrid learning. These speech acts include *requestatives*, questions, requirements, prohibitive, permissives, and advisories.

##### **Requestatives**

Teacher : Let's start the lesson. Assalamualaikum wr wb.

Students : Waalaikumsalam wr wb

Teacher : Today I see that there are still those who are late for class and only two people who *join zoom*. Next meeting, please be on time.

Context:

*S* afternoon in class VIII-A during math class. The condition of the class is still not conducive because the class started after the break and only two people joined the *zoom*. *P* teacher as speaker and student as speech partner. *E* students are not late for the next meeting. *A* formal conversation. *K* the speech is expressed in a firm tone. *I* uses an oral form of speech. *N* does not use politeness norms. *G* data is in the form of dialog in learning activities.

Analysis:

The utterance in the data above is a type of directive speech act *requestatives* function. The function of requesting is characterized by the utterance "*mother, please be on time*". The speaker is checking the attendance of students who join through the *zoom* application and sees that there are still many students who have not attended. The speaker then asks the speech partner to be present on time at the next meeting.

##### **Questions**

Teacher : If you look at the coordinate point, it starts from X and then goes to Y. That means the answer is 3, - 2. It's easy, right? Is there anything you want to ask?

Students : No ma'am

Context:

*S* in the afternoon in class VIII-A during math class, the class atmosphere is back in order. *P* the teacher is the speaker and the students are the speech partners. *E* the teacher knows the students' understanding of the problem just discussed. *A* formal conversation. *K* is spoken in a relaxed tone. *I* uses an oral form of speech. *N* uses politeness norms. *G* data is in the form of dialog in learning activities.

Analysis:

In the above speech, the data is included in the directive speech act of the question function. The function of asking is marked in the utterance "*Anything to ask?*". The speaker asked the students as his speech partners about the discussion of the questions that had just been discussed, the questions asked functioned so that the speaker obtained information on the extent of student understanding.

### Requirements

Teacher : Ihsan, Malvin, listen to mom first!

Students: Yes, it's noisy anyway mom

Context:

*S* in the afternoon in class VIII-A during math class, the class atmosphere is not orderly, the class is noisy, many students are chatting with each other. *P* teacher as speaker and students as speech partners. *E* students learn quietly and students in the class are orderly. *A* formal conversation. *K* is spoken with high intonation and a stern face. *I* uses an oral form of speech. *N* does not use politeness norms. *G* data is in the form of dialog in learning activities.

Analysis:

The utterance in the data above is a directive speech act with the function of requirements. The speaker uses a command sentence followed by an exclamation mark (!) "*Ihsan, Malvin, listen to mom first!*". The speech was delivered when the classroom atmosphere was not orderly, the speaker gave orders to two students to focus on doing the questions and not disturbing other friends.

### Prohibitive

Teacher : "I'm sorry, I'm eating" is an unacceptable excuse, leave the food if there is a lesson going on.

Students: Yes, sorry ma'am

Context:

*S* in the morning in class VIII-C during Indonesian language learning, the atmosphere of the class is orderly, the speaker asks the speech partner who follows the learning through *zoom*. *P* teacher as speaker and students as speech partners. *E* students focus on following the lesson. *A* formal conversation. *K* is spoken with serious intonation. *I* does not use oral speech forms. *N* uses politeness norms. *G* data is in the form of dialog in learning activities.

Analysis:

The utterance in the data is a prohibitive function directive speech act. The speaker tries to interact with the speech partner who follows the learning through *zoom*, the speaker then finds out that the speech partner does other activities when following the learning. Through the above speech, the speaker prohibits by asking the speech partner to stop eating when the learning takes place. This prohibition is seen in the utterance "*Leave the food first if there is learning*".

### Permissives

Teacher : *If you wanna take a picture outside, you may.*

Context:

*S* morning in class VIII-C during English lesson. The atmosphere of the class is noisy, students are working on assignments. *P* teacher as speaker and students as speech partners. *E* students are free to decide where to take photos. *A* formal conversation. *K* is spoken with a calm tone and expression. *I* uses an oral form of speech. *N* uses politeness norms. *G* data is in the form of dialog in learning activities.

Analysis:

The utterance in the data is a type of directive speech act with the function of permissives. This function is characterized by the utterance "*If you wanna take a picture outside, you may*". The speech is delivered when students start working on assignments, students are assigned to take and upload photos on *Instagram*. The speaker feels that the speech partner who follows the learning through *zoom* has difficulty with this, the speaker then allows the speech partner to take photos outside the house.

### Advisories

Students : My father doesn't understand English

Teacher : *Another subject except English?*

Students : *My father is busy reading philosophy and working*

Teacher : Yes, in Indonesia there is a term *fatherless*, so children, we even mothers, lack a father figure. So the family is fir but the father figure is lacking in the family. For example, the father is busy working at night. But we must still appreciate whatever form of struggle our parents have.

Context:

*S* morning in class VIII-C during English lesson. The atmosphere of the class is orderly, the teacher conducts a question and answer session. *P* the teacher is the speaker and the students are the speech partners. *E* students listen to the teacher's advice. *A* formal conversation. *K* is spoken with a serious tone and expression. *I* uses an oral form of speech. *N* uses politeness norms. *G* data is in the form of dialog in learning activities.

Analysis:

The speech data is a type of directive speech act with the function of advisories. The speech was delivered by the speech partner telling about his father who was busy working. The speaker then discusses the issue of fatherless in Indonesia and advises the speaking partner to still appreciate the struggle of parents. This advice is conveyed through the speech "*But must still appreciate whatever form of struggle of his parents*".

Types of Directive Speech	Total
Requesatives	19
Questions	21
Requirements	50
Prohibitive	8
Permissives	6
Advisories	2

In hybrid learning, teachers mostly use requirements which covers almost half of the data. The requirements type is found in 50 data, it shows that clear arrangements and instructions are often used in managing learning. Second, questions type is found in 21 data. Questions are used by teachers to explore students' understanding, provoke discussion, and measure the extent of students' understanding. Third, requestives are used by teachers to ask students to do something, this speech act is found in 19 data. Requests are in the form of collecting assignments, opening books, and participating in class discussions. The use of this type of speech act is important to ensure that students are involved and fulfill the instructions given.

Fourth, prohibitive in the research found a total of 8 data. This type is used to regulate student behavior by prohibiting certain unwanted actions. For example, the prohibition of using electronic devices for purposes other than learning, maintaining discipline and focus in learning. Fifth, the type of permissives was found in 6 data. Permission is given by the teacher to allow students to do something. This type is used to allow students to collaborate, use additional resources, provide flexibility and encourage student creativity in learning. Finally, advisories are the least found type. This type was found in a total of 2 data. Advice is given to help or guide students in their learning. Suggestions include advice on respecting parents and how to research effectively.

### 3.2. Politeness Strategy of Teacher's Directive Speech on Hybrid Learning

This discussion includes the analysis of politeness strategies of directive speech acts used by teachers in hybrid learning. In this research, four politeness strategies were found, including bald-on record strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy.

### Bald-on Record Strategy

Teacher : Abrisam go to the bathroom to blow your nose!

Context:

*S* in the afternoon in class VIII-A during math class, the classroom suddenly became noisy because of a student. *P* teacher as speaker and student as speech partner. *E* the student immediately goes to the toilet. *A* formal conversation. *K* is spoken with a high voice intonation and an astonished look on his face. *I* uses an oral form of speech. *N* does not use politeness norms. *G* data in the form of dialog in learning activities.

Analysis:

The utterance above does not use politeness. The speech was delivered in an urgent situation, when the classroom suddenly became noisy because of a student. The speaker uses imperative sentences as seen in the utterance "*Abrisam go to the bathroom if you want to blow your nose!*". The speaker did not make an effort to save the threat to the speech partner's face. This is done because the speech is oriented to express an emergency, so the speaker takes decisive action by asking the student to leave.

### Positive Politeness Strategy

Teacher : Malvin is the one doing the next problem.

Students: I did it first on the paper ma'am

Teacher : Yes, mom is waiting

Context:

*S* in the afternoon in class VIII-A during math class, the class atmosphere began to be orderly after being reprimanded by the teacher. *P* The teacher is the speaker and the student is the speech partner. *E* Students who do not pay attention to work on problems, as a form of punishment. *A* formal conversation. *K* is spoken with moderate intonation but full of emphasis. *I* uses an oral form of speech. *N* uses politeness norms. *G* data in the form of dialog in learning activities.

Analysis:

In carrying out its actions, the speaker uses two ways. First, the speaker uses a way to increase interest in the speaking partner, this can be seen from the utterance "*Who is doing the next question Malvin yes*" The word "yes" at the end of the sentence shows the speaker trying to minimize the distance by making the speaking partner involved in the interaction. Second, the speaker tries to avoid conflict, this method is shown in the speech "*Yes, I'm waiting*", the speech is a reply to the opponent who asks for time to do the questions on the paper first before coming forward.

Through this method, speakers try to avoid conflict with speech partners. Both of the above methods aim to minimize the threat to the speech partner's face by expressing attention so that his wishes are considered a common desire. From this explanation, the speaker uses a positive politeness strategy.

### Negative Politeness Strategy

Teacher : This answer is not right Malvin, try to look at point F again, it should be 5.3.

Students: (deletes wrong answer)

Teacher : But the others are correct

Context:

*S* in the afternoon in class VIII-A during math learning, the class atmosphere is orderly, most students pay attention to the students who do the problems in front. *P* the teacher as the speaker and the student as the speech partner. *E* students correct the wrong answers. *A* formal conversation. *K* is spoken with moderate intonation and a smiling face. *I* uses oral speech form. *N* uses politeness norms. *G* data is in the form of dialog in learning activities.

Analysis:

In performing their actions, speakers use negative politeness strategies. This strategy is realized in two ways. First, the speaker states indirectly, this method is conveyed by saying that the answer of the speech

partner (Malvin) is not entirely wrong, this can be seen from the words "*This answer is not quite right Malvin*" and "*But the others are correct*". Second, the speaker minimizes the burden of the request, this method is conveyed by asking the speaking partner to pay attention to the answer written again, this method is shown in the words "*try to pay attention again*". The two methods above are efforts made by the speaker so that the request does not directly hit the speaking partner.

### Off-record Politeness Strategy

Teacher : What do you have to do to make the class less crowded?

Context:

*S* in the afternoon in class VIII-A during math class, the class atmosphere is noisy, students are joking and chatting with each other. *P* teacher as speaker and students as speech partners. *E* students return to order and pay attention to learning. *A* formal conversation. *K* is spoken with an annoyed tone and face. *I* uses an oral form of speech. *N* uses politeness norms. *G* data in the form of dialog in learning activities.

Analysis:

The speech was delivered when the classroom atmosphere was not orderly because students were joking and chatting with each other. In doing so, the speaker uses an off-record politeness strategy by asking rhetorical questions. The utterance "*What should I do to make the class less crowded?*", is a form of insinuation from the speaker to the speaking partner so as not to cause a commotion in the classroom. The speaker performs his actions indirectly and does not explain communicatively, so that the speech partners interpret the meaning of the speaker's speech themselves. This is the speaker's way to minimize the negative threat of the speech partner's face.

Types of Directive Speech	Total
Bald-on record strategy	43
Positive politeness strategy	30
Negative politeness strategy	27
Off-record politeness strategy	6

The data reveals that the most commonly employed strategy by teachers in hybrid learning is the use of direct imperative sentences without any politeness. This approach was observed 43 times, driven by the need for clarity and efficiency in delivering instructions.

Positive and negative politeness strategies were less frequently used, with positive politeness occurring 30 times and negative politeness 27 times. Out of the 15 positive politeness strategies outlined by Brown and Levinson, teachers utilized 11 methods, including: (1) showing optimism; (2) expressing interest in the listener; (3) avoiding conflict; (4) making offers or promises; (5) using group identity markers; (6) joking; (7) being optimistic; (8) involving the listener in the conversation; (9) offering reciprocal actions; (10) focusing on the listener; and (11) generalizing opinions.

For negative politeness strategies, teachers used 4 out of 10 methods, which include: (1) showing respect; (2) minimizing the imposition; (3) being indirect; (4) expressing pessimism; (5) using apologies; and (6) framing requests as questions with certain particles. These strategies reflect an effort to maintain a positive rapport with students.

Lastly, off-record politeness strategy was the least utilized, appearing only 6 times. Among the 15 indirect strategies, teachers employed 4 methods, namely: (1) using more subtle expressions; (2) rhetorical questions; (3) giving hints; and (4) using metaphors. This limited use underscores the preference for more direct communication in hybrid learning settings.



#### 4. CONCLUSION

The research's outcomes indicate that teachers employ various politeness strategies for directive speech acts when communicating with students in a hybrid learning environment. Among the 106 instances recorded, there were 19 requests, 21 questions, 50 requirements, 8 prohibitives, 6 permissives, and 2 advisories. The data revealed that requirements were the most prevalent type of directive speech act used by teachers, while advisories were the least common. This suggests that teachers in hybrid learning contexts are more inclined to issue commands rather than offer advice.

Politeness strategies aim to minimize potential face threats to the listener while conveying the speaker's intentions. The research identified 43 instances where on-record strategy was used, 30 instances of positive politeness, 27 instances of negative politeness, and 6 instances of off-record politeness. Among these, the most frequently employed strategy was the lack of any politeness strategy, whereas off-record politeness strategy was the least used. This indicates that teachers often prefer to express their directives directly rather than implicitly in hybrid learning, likely to avoid misunderstandings.

The analysis of the two main research questions reveals that teachers often give directives without employing politeness strategies, using direct imperative sentences. This reflects the power dynamics in the classroom, where teachers, holding more authority, feel more at liberty to issue direct orders to students, who occupy a subordinate position..

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