

Teacher and Student Directive Speech Acts in Learning Writing Indonesian (Pragmatic Studies)

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Abstract

This study aims to explain and describe the directive speech acts contained in conversations between teachers and students in learning to write Indonesian. The type of research used is descriptive qualitative. The data in this study are the utterances or conversations of teachers and students carried out in the learning process. The results show that teachers and students use directive speech acts with declarative, interrogative and imperative modes in conversation in the process of learning to write Indonesian with a communicative function contained are ordering, requesting, suggesting, advising, prohibiting, motivating and asking. Thus, conversations in learning to write Indonesian between teachers and students use direct and indirect speech acts.

Keywords

pragmatic studies; directive speech acts; learning to write indonesian



I. Introduction

Language is a tool for interacting and communicating. In the learning process, both teachers and students always use language to convey thoughts, ideas, concepts or feelings. In this process there are interaction activities between teachers and students as well as mutual communication that is carried out in a conducive and educational situation to achieve learning objectives. The use of language that is understood by both teachers and students is a condition for fluency in communicating. Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

In an effort to communicate, teachers and students not only produce speech containing grammatical words and structures, but they also show actions through those utterances. Austin (1962) posits that the activity of speech is not only limited to the narration of something but also of doing something on the basis of the utterance.

This opinion of Austin is supported by Searle (in Rusminto 2010: 22) by saying that the smallest unit of communication is not a sentence, but rather a specific action, such as making statements, questions, orders and requests.

According to Chaer and Agustina (2004: 49-50) speech act is a person's ability to speak in language in dealing with certain situations. This speech act is an individual symptom that arises from the speaker's side, is psychological in nature and its continuity is determined by the speaker's language ability to face certain situations. Searle (in Rusminto, 2015: 66) posits that speech acts are theories that try to examine the meaning of

language that is based on the relationship of speech to the actions performed by its speakers. The study is based on the view that (1) speech is a means of communicating and (2) new utterances have meaning if they are realized in real communication actions, such as making statements, questions, commands, and requests.

Austin (in Nurlaksana, 2015:67) classifies speech acts against three classifications, namely (1) locution speech acts, (2) illocutionary speech acts, and (3) perlocution speech acts.

A locution speech act is a proposition that falls into the category of saying something (an act of saying something). Therefore, what takes precedence in the act of locution is the content of the speech expressed by the speaker. The form of locution is speech that contains statements or information about something (Nurlaksana, 2015: 67). Leech (in Nurlaksana, 2015: 67) states that the act of this language can be more or less equated with a sentence that contains meaning and reference. Speech acts that express something in the sense of "saying" or speech acts in the form of meaningful and understandable sentences (Chaer: 2014: 53).

An illocutionary speech act is a speech act that contains the power to perform a certain action in relation to saying something (an act of doing something in saying somethings). Such actions as promises, offers or questions are revealed in speech. Moore (in Nurlaksana, 2015: 67) states that illocutionary acts are actual or real speech acts that are formulated by speech, such as promises, welcomes and warnings. Speech acts that are usually identified with explicitly performative sentences (Chaer:2014: 53). This locution speech act is usually concerned with granting permission, saying thank you, telling, offering, and promising.

Perlocutionary speech acts are the effects of the impact caused by speech-on-speech partners, so that speech partners take actions based on the content of speech. Levinson (in Nurlaksana, 2015: 67) states that the act of perlocution is more concerned with the result, because this act is said to be successful if the speech partner does something related to the speaker's speech. Speech acts that relate to the presence of other people's speech in connection with the non-linguistic attitudes and behaviors of the other person (Chaer, 2014:53). In this perlocutionary speech act, the speaker hopes that there will be attention from the opponent of the speech to what he conveys. It is often experienced by everyone with different goals and interests, for example the purpose of apologizing, asking for attention, understanding one's circumstances and so on.

Furthermore, (Searle in Nurlaksana, 2014:69) classifies illocutionary acts into five kinds, namely: (1). Assertives, i.e., illocutions in which the speaker is bound to the truth of the proposition expressed, for example stating, proposing, bragging, complaining, expressing an opinion, reporting. (2). Directives, i.e., illocutions aimed at producing an effect in the form of actions performed by speech partners such as ordering, commanding, asking, recommending, memberi advice. (3). Comissives (commissives), that is, illocutions in which the speaker is bound to an action in the future

A head, for example promising, offering, caulking. (4). Expressives (expressives), that is, illocutions that serve to express the psychological attitude of the speaker to the circumstances implied in the illocution, for example saying thank you, saying congratulations, giving forgiveness, denouncing, condolences. (5). Declarative (declaration), that is, illocution used to ensure the conformity between the content of the proposition and reality, for example baptizing, firing, naming, imposing punishment, lifting.

Related to the description above, in linguistic studies are known two studies, namely functional studies and structural studies. In this case, the study used in this study to see the conversation between teachers and students in the learning process of writing Indonesian is

a functional study, especially pragmatic studies. Pragmatic studies are studies of the intent behind the speech of a context-bound speaker and speech opponent.

This pragmatic study concerns aspects of the intent behind a person's speech. Mey (in Rusminto, 2015:58) states that pragmatics is a science that studies language as it appears in relation to language users. Pragmatics is not a science that studies language in its own truth nor does it study language as linguists learn.

Pragmatics is the science that studies language as it is used in human life in real terms, a language used for a specific purpose, with limitations and all its supporting factors. Next, Moore (in Rusminto, 2015:66) posits that pragmatics is a systematic way of explaining the use of language that occurs in certain contexts. Pragmatics tries to explain aspects of meaning in relation to contexts that cannot be found in the sense of words or structures as explained by semantic studies.

In line with this opinion, Levinson (1995:7-8) states that pragmatics is the study of the relationship between language and the context in which the explanation of the understanding of language is based. Thus, to understand the use of language we are required to understand also the context that accommodates the use of the language so that this study will try to explain and describe the actions contained in the conversation between the teacher and students in the learning of writing Indonesian especially the directive speech acts. Erta the intention contained in the conversation is the scope of pragmatic studies because if observed it is seen that the teacher in conversations with students always uses a varied speech act but sometimes it is more dominated by one type of speech act, namely the directive speech act which contains several communicative functions.

II. Research Method

This research belongs to the type of qualitative research. Qualitative research is the process of collecting data whose results of processing or analyzing data are in the form of descriptions of sentences instead of numbers that seek to explain in depth all what happens in a particular situation. The term descriptive means that the research carried out is solely based on existing facts or phenomena, so that the result is a variety of languages that have the nature of exposure as it is (Sudaryanto, 1992: 62).

The conversational utterances of teachers and students in learning to write Indonesian in class X became the object of this study. Data collection is carried out through recording the implementation of the learning process in which there is a conversation between the teacher and students. Thus, the results of the analysis will take the form of descriptions of utterances containing directive speech acts.

III. Result and Discussion

Based on the results of the study, several conversational data can be described in accordance with the theory used in this study, namely the theory proposed by Searle (2001: 156- 160) about the classification of illocutionary acts into five kinds of speech forms, each of which has a communicative function, namely assertive speech acts, directive speech acts, expressive speech acts, commissive speech acts and declarative speech acts which in this discussion will only be devoted to the type of action the second illocution is a directive speech act in the conversation of teachers and students in learning to write Indonesian .

The results showed that the conversations of teachers and students in writing learning Indonesian using directive speech acts telling, asking, suggesting, advising, prohibiting and

motivating. Thereasons for its use in teacher and student conversations will be discussed as follows.

3.1 Directive speech acts

Directive speech acts are speech acts that teachers use to expressing the desire for students to perform actions according to whatmintended by the teacher.

Data 1:

Teacher: "Try Jonathan, re-explain what is meant by the report
observation results! "

Jonathan: "A report containing observations, ma'am."

The utterance in data 1 is a directive speech act that contains the communicative function of ordering. The function of telling the utterance is characterized by the presence of the word " try ". In this speech, the teacher told the student named Yonatan to be able to repeat the material that had been explained before, namely about the meaning of the text of the observation report.

The order from the teacher which is stated in the form of imperative sentences gives birth to the student's response in the form of an act of re-explaining the meaning of the observation report which is based on the student's understanding of the teacher's order, namely to re-explain what is meant by the meaning of the text of the observation report.

Data 2:

Teacher: " Please mention what are the things we can describe with text
observation report!"

Adhelia: " Keadaan around us, Bu"

Ferdyan: " Descriptions of tanaman and animals can also be, Bu."

The utterance in data 2 is a directive speech act that contains the communicative function of ordering. The function of telling the utterance is characterized by the presence of the word " please ".

In this speech, the teacher told the students to mention what things can be described with the text of the observation report. The request from the teacher expressed in the form of imperative sentences gives birth to the student's response in the form of the act of re-mentioning what things can be described with the text of the observation report which is based on the student's understanding of the teacher's order that has been mentioned earlier.

Data 3:

Teacher: "Please open the booksafe thing 15!"

Student: "Ready, Ima'am."

The utterance in data 3 is a directive speech act that contains the communicative function of ordering. The function of telling the utterance is marked with the word "please" In the speech, the teacher tells the student to immediately open his book for the text material of the observation report.

The request from the teacher which is stated in the form of imperative sentences gives birth to the student's response in the form of an action to open a book based on the student's understanding of the sentences conveyed by the teacher.

Data 4:

Teacher: "Diah, read his book hapage 15!"

Diah: "Fine, Bu."

The utterance in data 4 is a directive speech act that contains the communicative function of ordering. The function of telling the utterance is marked by the presence of the sentence " Diah read his book safe thing 15 ". In this speech, the teacher told a student named Diah to read out the material contained in the safe case of 15 printed books Indonesian about the sample observation report.

The order from the teacher which was stated in the form of imperative sentences gave birth to Diah's response in the form of carrying out orders from the teacher, namely to read the printed book Indonesian page 15.

Data 5:

Teacher: "The one under his desk is still littered, please throw it away first! "

Student: "Ya , Ma'am."

The utterance in data 5 is a directive speech act that contains the communicative function of ordering. The function of *menyuruh* in the utterance is characterized by the presence of the sentence "please discard first". In this speech, the teacher told the students under whose desks there was still garbage to be thrown away first so that the class would be cleaner.

The request from the teacher stated in the form of an order sentence gave birth to the student's response to carry out the activity ordered by the teacher, namely throwing the garbage that was still under his desk into the trash box outside the classroom.

Data 6:

Teacher: "Maaf our time is up. Please class leader collects assignments
teman - temannya!"

Class leader: "Ya, Bu."

The utterance in data 6 is a directive speech act containing the communicative function of having the Function of telling the utterance to be marked by the presence of the sentence ". please class leader". In this speech, the teacher told the class leader to immediately collect the assignments of his friends because the learning time had ended.

The order from the teacher which is stated in the form of an imperative sentence gives birth to a response from the class leader in the form of an act of standing up and then going around to collect the tasks that have been done by his friends and then placing them on the teacher's desk according to what has been ordered by the teacher before, namely to collect the tasks that have been done by friends because the time is up.

3.2 Directive speech act requests

The directive speech act of asking is a speech act used by the teacher to politely ask the student to do what the teacher wants.

Data 7:

Teacher: "Today's learning we will start soon. Please before it starts,
Chairman kelas please lead the prayer. "

Class leader: "Siap ,Mom! "

The utterances in data 7 are directive speech acts that contain the communicative function of asking. The function of asking for the utterance is characterized by the presence of the word " please". In the utterance, the teacher politely asked the class leader to be able to lead the prayer before the lesson began.

The request from the teacher which is stated in the form of an imperative sentence gives birth to the class leader's response in the form of an action to lead the prayer before the lesson begins in accordance with the sentence that has been delivered by the teacher.

Data 8:

Teacher: "Can the sound not be too loud."

Student: "Yes, ma'am."

The utterance in data 8 is a directive speech act that also contains the communicative function of asking. The function of asking for the utterance is characterized by the presence of the word "can ". In the speech, the teacher politely asked the students so that their voices would not be too loud in the classroom because the teacher was explaining the subject matter.

Requests from teachers expressed in the form of declarative sentences give birth to students' responses in the form of silence, not chatting in the classroom and focusing on listening to the material presented by the teacher. This action is based on the student's understanding of the teacher's statement which is to ask the student not to have his voice too loud.

3.3 Directive speech act suggests

Directive speech acts suggest is a speech act used by teachers to recommend something to the student in order to do a good thing or better than what has been done before.

Data 9:

Teacher: " Bagian contents for the text of the report on the results of his observations made by Puput has been well but can still be further sharpened for the depiction of the results his observations."

Puput: " Terima kasih bu, later Will Puput fix the writing. "

The utterances in data 9 are directive speech acts containing the communicative function of suggesting. The function of suggesting on such speech is characterized by the presence of the word " can still be ". In this speech, the teacher suggested to a student named Puput to be able to further sharpen the content of his writing.

The suggestion from the teacher which was stated in the form of a declarative sentence gave birth to Puput's response in the form of an act of re-reading the content of the text of the observation report that had been made earlier so that it could be known which sentence from the content part of the text should be changed and corrected so that the text made became sharper in describing the results of the observation. This action is based on Puput's understanding of the statement from the teacher stating that the content of the writing made is good but can still be further sharpened.

Data 10:

Teacher: "Later, if you write the text of the observation report, don't rush so that

hasil observation can be conveyed more fully!"
Student: Siap, Mother."

The utterance in data 10 is a directive speech act that also contains the communicative function of suggesting. The function of suggesting on the utterance is characterized by the presence of the word "later ". In this speech, the teacher advised the students not to be too hasty in writing the text of the observation report so that the results of the observations could be conveyed better.

Suggestions from teachers expressed in the form of declarative sentences give birth to students' responses in the form of actions to write more focusedly, not too quickly and hastily. This action is based on the student's understanding of the teacher's statement, that is, later if you write the text of the observation report, do not rush.

Data 11:

Teacher: "You should be more diligent in reading so that you can learn when writing more so that the writing gets better."

Student: "Yes, ma'am."

The utterances in data 11 are directive speech acts that also contain the communicative function of suggesting. The function of suggesting on such speech is characterized by the presence of the word "should". In this speech, the teacher suggested to students to read more diligently so that they have more knowledge to pour into a piece of writing.

The advice from the teacher expressed in the form of declarative sentences gave birth to a student response in the form of a statement of readiness to take action to be more diligent in flipping through books and then reading them which can be done both at home and at school when there is free time. It is based on the students' understanding with regard to the teacher's statement to be more diligent in reading.

Data 12:

Teacher: "For better results, the observation report can be added with photos of the results Observation! "

Student: "Pasted in the exercise book, mom?"

Teacher: "Ya just pasted so as not to be scattered when the exercise book is collected."

The utterances in data 12 are directive speech acts that also contain the communicative function of suggesting. The function suggests that the utterance is marked with the sentence "for better results ". In this speech, the teacher suggested to the students that they could add photos of the observation results to the text of the observation report that had been made so that the writing results would be better.

Suggestions from the teacher expressed in the form of declarative sentences gave birth to student responses in the form of questions and continued with the activity of pasting photos of the results of observations that had been made by previous students in the exercise book. This action is based on the student's understanding of the statement from the teacher, which is to add a photo to the observation report so that the observation report that is being made by the student becomes better and clearer in describing the object that has been observed before.

Data 13:

Teacher: If you write, you don't need to hurry dessy so that the writing becomes neater.
Dessy: Ya mom, later I will write it more slowly to make it neater."

The utterances in data 13 are directive speech acts that also contain the communicative function of suggesting. The function of suggesting that the utterance is marked with the sentence " if writing is not necessary quickly. In this speech, the teacher suggested to Dessy not to be too hasty in writing so that the writing would become neater.

Suggestions from teachers expressed in the form of declarative sentences gave birth to a response from a student named Dessy in the form of writing activities that became slower. This is based on his understanding of the statement from the teacher, namely not to need to write quickly so that the results of the writing become neater.

3.4 Directive speech act advises

An advisory directive speech act is a speech act used by a teacher to give advice or remind a student of something he or she is going to do.

Data 14:

Teacher: "Sleep not too late Hosea. Mom, see how many times have you been yawning times. "

Hosea: "Maaf, Ibu."

The utterances in data 14 are directive speech acts that contain the communicative function of advising. The function of advising on the utterance is characterized by the presence of the phrase "sleep not too late. In this speech, the teacher advises Hosea not to sleep too much.

The advice from the teacher expressed in the form of declarative sentences gave birth to a student's response named Hosea in the form of the word sorry and the act of regretting because he had slept too late so that when the teacher was explaining the material, he seemed to yawn several times and was not focused on learning. This action is based on the student's understanding related to the statement from the teacher, namely not to sleep too late so that when it is time to study, you can keep your spirits up and not get sleepy.

Data 15:

Teacher: "Study diligently at home, don't just play cellphones."

Student: "Fine, Ma'am."

The utterances in data 15 are directive speech acts that also contain the communicative function of advising. The function of advising on the utterance is characterized by the presence of the sentence "bdiligent learning at home". In this speech, the teacher advised students to study harder and diligently at home so that their ability to understand the subject matter became better because based on the teacher's observations, children at home spend more time playing with cellphones than studying. Advice from the teacher expressed in the form of declarative sentences gives birth to students' responses in the form of answers and readiness to carry out the statements that have been delivered by the teacher. This answer is based on the student's understanding with regard to the teacher's statement to study more diligently at home.

3.5 Directive speech act prohibits

A prohibitive speech act is a speech act used by speakers to give a prohibition or limit doing an action characterized by the words " do not and " no".

Data 16:

Teacher: "Don't make too much noise. What writes is the hand not the mouth."

Student: " I'm sorry, Mom."

The utterances in data 16 are directive speech acts containing the communicative function of prohibiting. The function of prohibiting such speech is marked with the sentence " do not be too the noise of his voice" In the speech, the teacher forbade students not to talk much during class hours.

The prohibition from the teacher, which was stated in the form of an imperative sentence, gave birth to the student's response in the form of the word sorry and continued to be silent, not chatting between my deskmates. These statements and actions are based on the students' understanding with regard to the teacher's prohibition of not making too much noise because in writing work what does it is the hand not the mouth.

Data 17:

Teacher: " Sit quietly on your bench Rayhan. Don't just pacing the work.

What is looking for?"

Rayhan: " I'm sorry, Ma'am."

The utterance in data 17 is a directive speech act that contains a communicative function of prohibiting. The function of prohibiting the utterance is marked with the sentence " do not pacing just take it to work". In the speech, the teacher forbade the student named Rayhan not to pacing in the classroom.

The prohibition from the teacher which was stated in the form of an imperative sentence and then continued with an interrogative sentence gave birth to Rayhan's response in the form of answers and actions back to his original seat. This action is based on his understanding with regard to the teacher's prohibition from sitting quietly on the bench, not just pacing back and forth.

3.6 Motivating directive speech acts

Speech acts motivate the speech acts that the teacher does to motivate students to want to do something according to what said. Through this speech, the teacher tries to get students motivated to do according to what they say.

Data 18:

Teacher: "Now who dares to read out the results of his writing in front of the class of his grades will Mom add! "

Randy: "Saya, Bu."

The utterances in data 18 are directive speech acts that contain the communicative function of motivating me. Fungsi memotivasi on the utterance is marked by the sentence " now who dares". In this speech, the teacher motivates students to read out the results of their writing by providing added value.

The motivational statement from the teacher stated in the form of a declarative sentence gave birth to the student's response in the form of the actions of a student named Randy to come to the front of the class and read out the results of his work in front of the teacher and his friends.

Data 19:

Teacher: "Come on, who can make the conclusion of our lesson today?" At the meeting next will mom bring chocolate".

Mayra: "S.aya, this."

The utterances in data 19 are directive speech acts that contain the communicative function of motivating me. The function of activating the speech is characterized by the presence of the phrase "come on who can" In the speech, the teacher motivates the students to be able to make conclusions of today's learning. And for students who can make a conclusion at the next meeting will be given chocolate.

The motivational statement from the teacher which was stated in the form of an interrogative sentence and continued with a declarative sentence gave birth to the student's response in the form of actions taken by a student named Mayra to come to the front of the class and make and deliver a conclusion sentence explaining the learning material that day.

Data 20:

Teacher: "It turns out that from some texts of the observation report that mom has read. Some students are already very good in terms of describing the object of observation. If this writing ability you continuously train and hone mom sure some the next year will be born writers – great writers of this class."

Students: " Thank you, Ibu."

The utterances in data 20 are directive speech acts that contain the communicative function of motivating me. The function of activating the speech is characterized by the presence of the phrase "mother is sure" In this speech, the teacher motivates students to continuously practice and hone their skills in terms of writing.

Statements from teachers expressed in the form of declarative sentences give birth to students' responses in the form of thank you answers accompanied by a belief in their hearts that they can actually become a great writer in the future and produce a good and interesting writing to read if they often hone their writing skills by practicing a lot of writing.

3.7 Directive speech acts asking

Data 21:

Teacher: "Who is not present at the meeting today?"

Students:" Labib, Ma'am."

Teacher: "Labib again."

Student: "The king is also Ma'am."

The utterances in the 21 data are directive speech acts that contain the communicative function of menanya. The function of menanya in the speech is characterized by the presence of the sentence "Who is not present" In the speech, the teacher asks the students about attendance in class.

Statements from the teacher expressed in the form of interrogative sentences and continued with declarative sentences gave birth to students' responses in the form of answers on behalf of their absent friends and then the utterances continued with the emphasis of the word from the teacher, Labib again which gives the meaning that students named Labib are often not present in learning Indonesian.

Data 22:

Teacher: "Are there any more questions for our materials at today's meeting?"

Student: "No, ma'am."

The utterances in data 22 are directive speech acts that contain the communicative function of asking questions. The function of asking the speech is marked by the sentence "is there any more questions" In the speech, the teacher asks the students whether the learning material on that day still has something to ask.

Statements from the teacher stated in the form of interrogative sentences give birth to student responses in the form of no answers which indicate that indeed students already feel clear about the learning material that has been delivered by the teacher so there is no need to ask again.

IV. Conclusion

Based on the results of the analysis, it can be concluded that teachers and students in conversations on writing learning Indonesian use directive speech acts with declarative, interrogative and imperative modes with the communicative function of telling, asking, suggesting, advising, prohibiting, motivating and asking and the most dominant of the five communicative functions is the communicative function of ordering by using direct speech acts and indirect speech acts to convey the meaning of speech.

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