

Directive Speech Acts in English Classroom Instruction for First Grade Students at SDUT Bumi Kartini Jepara

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Abstract

This study investigates the directive speech acts employed by the English teacher during classroom interaction. Specifically, it analyzed their types and forms and identified the dominant patterns of use throughout the teaching and learning activities. This study used a qualitative descriptive design. Data were collected through classroom observations, video recordings, interviews, and field notes in the first-grade English class of the International Primary Class (IPC) at SDUT Bumi Kartini Jepara. Data analysis followed the interactive model developed by Miles & Huberman (1984), encompassing the processes of data condensation, data display, and conclusion drawing and verification. The findings revealed that the teacher employed five types of directive speech acts in classroom interaction, including commands, requests, suggestions, advice, and prohibitions. Among these types, commands were the most dominant, with 46 occurrences (57.5%). This study also identified two forms of directive speech acts, namely directives and indirect forms. Among these forms, direct speech acts were more dominant, occurring 53 times (66.25%). These findings indicate that the effective use of directive speech acts supports classroom interactions and supports effective English teaching at the elementary school level. The findings contribute to pragmatic studies by providing empirical evidence on the use of directive speech acts in English classroom interaction at the elementary school level. Practically, the findings provide insights for English teachers in selecting and employing appropriate directive speech acts to facilitate effective classroom communication and support students' engagement in the learning activities.

Keywords: Classroom interaction, Directive speech acts, English Language teaching, Primary School

1. Introduction

In English language learning at the elementary school level, language functions not only as a subject to be learned but also as a medium of communication throughout the learning process (Rahmah, 2023). Through classroom interaction, teachers and students use language to convey information, provide instructions, and manage various learning activities. Therefore, interaction between teachers and students is one of the important factors influencing the success of English language learning (Lesiana et al., 2024). The clarity of communication within classroom interaction greatly determines the extent to which students are able to understand instructions and actively participate in learning activities (Nursehag & Amalia, 2024).

In linguistics, the study that examines meaning in relation to communicative context is known as pragmatics (Dey, 2023). One of the major areas of pragmatics that examines language use in interaction is speech act theory (Yule, 1996; Usmani & Almarshham, 2024). According to Austin (1975), utterances function not merely as a means of expressing information but also as actions performed through language (Alsamhori et al., 2025). This idea was later developed by Searle (1969), who classified speech acts into several types, one of which is directive speech acts (Leilei & Chunfang, 2023).

Directive speech acts represent one of the most common categorized of speech acts in communication (Susanti & Liusti, 2025). They are used by speakers to encourage, request, or require hearers to carry out specific actions. In the context of classroom instruction, teachers often employ directive speech acts to give instructions, make requests, offer suggestions, and manage learning activities. Therefore, directive speech acts play a crucial role in classroom instruction, because the way teachers deliver instructions can affect students' understanding and responses in learning activities (Nisa & Abduh, 2022).

Besides being classified into different types, directive speech acts can also be realized in two forms, namely direct and indirect speech acts. Searle (1969), explain that speech acts may occur in either direct or indirect forms. A direct speech act is characterized by a clear correspondence between the grammatical form of an utterance and its communicative function, whereas an indirect speech act conveys the speaker's intended meaning through a grammatical form that does not directly reflect its communicative purpose (Aini et al., 2023). English language learning in the elementary school level, the choice between direct and indirect forms may affect students' comprehension, particularly because young learners are still in the process of developing their language abilities (Hidayat & Husna, 2025). Therefore, analyzing both forms of directive speech acts provides a more comprehensive understanding of teachers' instructional communication strategies during classroom interaction.

Researchers have increasingly investigated how directive speech acts are used in classroom interaction. Although these studies have contributed to understanding the role of directive speech acts in educational settings, they have predominantly focused on secondary schools and higher education settings. Research examining directive speech acts in elementary school classrooms remains relatively limited, particularly studies that compare their realization through direct and indirect forms. In addition, previous research has generally concentrated on identifying the types of directive speech acts without providing a comprehensive analysis of the differences between direct and indirect forms. A previous study by Riwayatningsih showed that instructional language was the most commonly used form of teacher talk in EFL classroom interaction, highlighting its importance in managing classroom activities and supporting learning. However, the study did not specifically analyze directive speech acts in terms of their types and forms. Hidayat & Husna (2025) investigated directive speech acts employed by English teachers in vocational high schools.

However, the study focused on a secondary school context, leaving the elementary school context underexplored. Meanwhile, Zahroh & Susanto (2022) focused on students' understanding of teachers' speech acts rather than examining how directive speech acts are realized through direct and indirect forms. Therefore, a gap remains in studies that simultaneously analyze the types, forms, and dominant use of directive speech acts in English classroom interaction at the elementary school level, particularly in the International Primary Class (IPC), where English is more intensively used as the language of instruction.

Furthermore, research examining directive speech acts in classrooms implementing the Cambridge Curriculum remains relatively limited. In the context of the Cambridge Curriculum, English is used more intensively as the language of instruction compared to regular classrooms. This learning environment may provide greater opportunities for teachers to employ various directive speech acts during classroom interaction. Therefore, further investigation is needed to explore the use of directive speech acts in English language learning at the elementary school level, particularly in classrooms where English serves as the primary language of instruction. The international Primary Class (IPC) provides an appropriate context for investigating the implementation of directive speech acts in English classroom interaction.

Considering the discussion presented above, this study focused on identifying the types of directive speech acts used by an English teacher throughout classroom interaction, examine their realization through direct and indirect forms, and identify the most dominant types and forms of directive speech acts used in classroom interaction. According to this, this current study addresses the following research questions:

1. What Types of directive speech act are used by the English teacher in classroom instruction in the first-grade student IPC Class at SDUT Bumi Kartini?
2. How are directive speech act realized in direct and indirect forms during English classroom instruction?
3. What types and forms of directive speech acts are dominantly used by the English teacher in the first-grade IPC Classroom instruction?

2. Literature Review

According to Yule (1996), pragmatics is a branch of linguistics that studies the meaning of utterances based on the context of language use in communication. Furthermore, pragmatics serves as an important theoretical foundation in this study because it enables the researchers to understand the messages conveyed through the teacher's speech based on the classroom context in which they occur, rather than solely on their linguistic forms (Pasaribu et al., 2022). Therefore, meaning can be understood more accurately and contextually (Siregar et al., 2024). In pragmatics, the meaning of an utterance is determined not only by its linguistic structure but also by the communicative situation, the relationship between the speaker and the hearer, and the communicative purpose intended by the speaker (Susanti & Liusti, 2025). Accordingly, pragmatics examines speaker use language to communicate their intended messages and how those messages are understood by hearers in context. Rather than focusing solely on linguistic structures, pragmatics seeks to explain how meaning is created and understood in actual communicative situations (Kroeger, 2023).

One of the major areas within pragmatics that explains the use of language as action is speech act theory. Speech acts explain that language is used not only to convey information but also to perform actions through utterances (Darong, 2024). This concept was first introduced by Austin (1975) and later developed by Searle. According to Searle (1969), a speech act is an action performed through an utterance that serves a particular communicative purpose. This indicates that every utterance produced by a speaker carries a specific intention, such as requesting, commanding,

suggesting, or stating something. Therefore, speech acts are an important concept for understanding how language is used to convey intentions and perform actions in communication (Tomasello, 2023).

Among the different categories of speech acts, directive speech acts are very important types because they show the speaker's intention to influence the actions of the hearer. Based on the Searle (1969), directive speech acts refer to utterances through which the speaker attempts to make the hearer perform a particular action (Pristiawati & Wahyudi, 2023). Through directive speech acts, speakers express their intentions in an attempt to make hearers perform certain actions. To provide a more detailed classification of directive speech acts, this study adopts IBR Ibrahim (1993) framework, which classifies directive speech acts into several types. In this study, the analysis focuses on five types, namely commands, requests, suggestions, advice, and prohibitions. In language learning, directive speech acts serve as an important communicative tool that enables teachers to organize learning activities and provide guidance throughout the instructional process. The teacher's directive speech acts provide students with clear guidance on what they are expected to do during classroom activities, thereby facilitating the achievement of intended learning outcomes. Therefore, the analysis of teacher directive speech acts is important for understanding how teachers manage classroom interaction and guide students during learning activities (Aini et al., 2023).

In addition to being based on their types, directive speech acts can also be analyzed based on their forms of realization. According to Searle (1969), they can be divided into direct and indirect forms. A direct speech act happens when the structure of the sentence matches its intended function. On the other hand, an indirect speech act occurs when the speaker's intended meaning is delivered through a sentence whose grammatical form does not directly reflect its communicative purpose. In contrast, an indirect speech act occurs when the speaker's intention is conveyed through an utterance whose grammatical form differs from its actual communicative function. In other words, speakers communicate their intentions indirectly, requiring hearers to consider the context in order to understand the intended meaning (Degen, 2023).

The use of direct and indirect speech acts can be found in various communicative situations, one of which is classroom interaction during teaching and learning activities. Therefore, understanding classroom interaction is essential for explaining how directive speech acts are employed by teachers and responded to by students throughout the learning activities. Classroom interaction refers to the communication that occurs between teachers and students, as well as among students, during teaching and learning activities (Salehudin et al., 2022). This interaction enables the exchange of information and supports students' active participation in the learning process. Through such interaction, both teachers and students play active roles in constructing an understanding of the subject matter being learned (Josué et al., 2023).

According to Li & Walsh (2011), classroom interaction plays a central role in language learning because it provides learners with opportunities to participate in communication and construct knowledge through interaction (Chan & Walsh, 2024). Effective classroom interaction enables teachers to manage the classroom more efficiently, deliver instructional content clearly, and encourage student engagement in learning activities. On the other hand, students become more active, responsive, and involved in the learning activities (Abidin & Muhammad, 2024).

3. Research Methods

This study employed a qualitative descriptive approach. This section presents the research design, participant, research instrument, data collection procedures, data analysis techniques, and data trustworthiness used in the study.

3.1 Research Design

This study employed a qualitative approach with a descriptive qualitative research design. A qualitative approach was employed to gain an in-depth understanding of the types and forms of directive speech acts used by the teacher during the English classroom interaction (Yahya et al., 2023). According to Creswell & Poth (2016), qualitative research emphasizes understanding how individuals or groups construct meaning from their social experiences. In this study, a descriptive qualitative design was employed to describe the types and forms of directive speech acts used by the teacher throughout classroom instruction (Suryandani & Budasi, 2022).

3.2 Participants

The participants of this study consisted of one English teacher and 27 first-grade students of the International Primary Class (IPC) at SDUT Bumi Kartini Jepara. The English teacher served as the primary participant because this study focused on analyzing the directive speech acts produced during English classroom interaction. In addition to producing the utterances that served as the primary source of data, the teacher also participated in a semi-structured interview to provide additional information regarding the use of instructional language and classroom interaction. Meanwhile, the first-grade students served as the interactional context for the teacher's directive speech acts, which occur naturally during classroom interaction.

This study employed purposive sampling because the participants were intentionally selected based on their relevance to the research objectives. The English teacher of the first-grade International Primary Class (IPC) was selected because the study focused on examining the directive speech acts produced during English classroom interaction. The IPC classroom was considered an appropriate research setting because it implements the Cambridge Curriculum, in which English is used more intensively as the language of instruction than in regular classrooms. This learning context provides rich opportunities to observe various directive speech acts employed by the teacher during classroom interaction.

3.3 Instruments

In this study, the researchers served as the primary research instruments because they were directly involved in the processes of data collection, observation, and data analysis. To support the research process, several supporting instruments were employed, namely classroom observation, video recordings, interview guidelines, and a classification sheet.

Classroom observation was carried out to gather data on the interactions between the teacher and students during the English classroom instruction. Through this observation, the researchers analyzed how the teacher employed directive speech acts across various classroom activities (Alzubi et al., 2024). It also enabled the researchers to understand the classroom context in which teachers naturally produced directive speech acts throughout the learning activities.

Video recordings were used to document classroom interaction in the teaching and learning activities. The recordings enabled the researchers to repeatedly transcribe the teacher's utterances, produce accurate transcripts, and facilitate the identification of directive speech acts during the data analysis process (Aini et al., 2023).

A classification sheet was used as a supporting instrument in the data analysis process. It was employed to systematically categorize the teacher's utterances based on the classification of directive speech acts proposed by Ibrahim (1993) and their forms of realization, namely direct and indirect, based on Searle (1969). The classification sheet also facilitated the organization of the coded data and the identification of the dominant types and forms of directive speech acts (Rahardi et al., 2023).

3.4 Data Collection Procedures

The data of this study were obtained from English classroom interactions between the teacher and students in the first grade of the International Primary Class at SDUT Bumi Kartini Jepara. The data consisted of the teacher's spoken utterances recorded during English. Data were collected through classroom observation, video recordings, and interviews with the English teacher. The classroom observation was conducted during one teaching session consisting of two lesson periods (70 minutes).

The data collection process was conducted in several stages. First, the researchers observed English classroom activities to examine how the teacher interacted with first-grade students in the IPC classroom. Second, classroom instruction was video recorded to capture the teacher's utterances comprehensively and accurately. Third, the recorded data were transcribed into written text to facilitate the analysis process. After the transcription process, the researchers identified all teacher utterances containing directive speech acts. The identified utterances were then coded and classified according to their types and forms before being organized using a classification sheet for further analysis. Subsequently, the researchers conducted interviews with the English teacher to obtain additional information regarding the use of instructional language and classroom interaction during learning activities. Finally, the coded data were organized using a classification sheet and prepared for further analysis.

3.5 Data Analysis Technique

A descriptive qualitative approach was applied to analyze how teachers employed directive speech acts in classroom interaction. The data were analyzed using the interactive model developed by Miles et al. (2014), which consists of three stages:

During the data condensation, the researchers carefully read the classroom transcripts and identified all teacher utterances containing directive speech acts. Utterances that were not relevant to the research objectives were excluded from the analysis. The identified utterances were subsequently coded and classified using Ibrahim (1993) classification of directive speech acts, which includes commands, requests, suggestions, advice, and prohibitions. Subsequently, each utterance was further categorized into direct and indirect speech acts based on Searle (1969) theory. The coding results were then organized using a classification sheet to facilitate subsequent analysis.

During the data display stage, the coded data were organized and presented using a classification sheet, tables, and descriptive explanations. The classifications sheet was used to display the teachers' utterances, their types of directive speech acts, and their forms of realisation, direct and indirect. Furthermore, the frequency of each type and form was calculated and presented in tables to facilitate the identification of patterns and determine the most frequent types and forms of directive speech acts in classroom interaction.

During the final stage of data analysis, the researchers interpreted the analyzed data to identify the types, forms, and dominant use of directive speech acts in classroom interaction. The conclusion was drawn based on the patterns identified from the data display and was subsequently verified by comparing the observational data with the interview results. This verification process was conducted to ensure the consistency and credibility of the research findings.

3.6 Trustworthiness

The trustworthiness of the data in this study was established based on the framework proposed by Lincoln & Guba (1982), which includes credibility, transferability, dependability, and confirmability. Credibility was achieved through source triangulation by comparing data obtained

from classroom observations, video recordings, and interviews to ensure the consistency of the findings (Ahmed, 2024). Transferability was ensured by giving clear and detailed descriptions of the research context and data collection procedures. Dependability was maintained through the systematic documentation of every stage of the research process. Confirmability was achieved by basing the analysis and interpretations on data obtained from the field, including observation transcripts and interview data, thereby ensuring that the findings were supported by the evidence (Kakar et al., 2023).

4. Results

4.1 Types of directive speech acts used by the English teacher at SDUT Bumi Kartini Jepara

The first objective of this study was to identify the types of directive speech acts employed by the teacher during English classroom interaction. The analysis revealed that the teacher applied five different types of directive speech acts. The distribution of each type is presented in Table 1

Table:1: Types of directive speech acts

No	Types of Directive Speech Acts	Frequency	Percentage
1	Commands	46	57.50%
2	Request	27	33.75%
3	Suggestions	3	3.75%
5	Advice	2	2.50%
6	Prohibition	2	2.50%
Total		80	100%

As shown in Table 1, the findings revealed that the teacher employed five types of directive speech acts during the learning activities: commands, requests, suggestions, advice, and prohibitions. A total of directive speech act utterances were identified and analyzed in this study.

4.1.1 Commands

The analysis identified 46 command utterances (57.5%). This type of utterance is the most dominant category among the other types of directive speech acts. Commands are used to manage classroom activities, direct students' behavior, and maintain classroom order throughout the lesson. One examples of a command found in the data are presented below:

Teacher: *"Please, everyone, let's open our book in Unit 9."*

The teacher delivered this utterance at the start of the lesson to instruct the students to open their textbooks Unit 9. It was categorized as a command because the teacher expected the students to perform a specific action, namely opening their books as the first step of the learning activity. The utterance functioned to organize classroom activities and guide students to follow the teacher's instructions.

The interview results revealed that the teacher frequently used command utterances because first-grade students still needed clear and direct instructions to understand what they were expected to do during the lesson. In addition, the teacher explained that the use of commands helped maintain classroom order and enabled students to participate more effectively in learning activities.

4.1.2 Request

Based on the analysis, the author found that 27 request utterances (33.75%) were identified during the teaching and learning activity. Requests were used to obtain information, check students' understanding, and encourage their participation in classroom activities. One example of a request:

“Who knows the meaning of weather?”

This utterance was used when the teacher introduced a new topic about the weather. Through this question, the teacher attempted to elicit students' prior knowledge of the vocabulary that would be discussed in the lesson. Therefore, the utterance was classified as a request because it aimed to obtain a response or information from the students.

The interview findings supported this result. The teacher stated that requests were commonly employed to encourage students' participation and assess their understanding of the material being taught. By asking questions, the teacher could identify students' prior knowledge and monitor their comprehension throughout the learning process.

4.1.3 Suggestions

Based on the analysis, the authors found that 3 suggestion utterances (2.5%) were identified during the teaching and learning activity. Suggestions were used to provide students with options or alternative actions without imposing any obligation. One example of a suggestion:

“You can practice with your friends.”

This utterance was used as the teacher motivated students to engage in practice activities with their classmates. The purpose of this suggestion was to help students improve their speaking skills through collaborative learning and peer interaction. Therefore, the utterance was classified as a suggestion because it offered an alternative action rather than requiring students to perform a specific task.

The interview findings supported this result. The teacher explained that suggestions were used to support students who experienced difficulties during the learning process. By providing alternatives and encouragement, the teacher aimed to create a more comfortable learning environment and increase students' participation in classroom activities.

4.1.4 Advice

Based on the analysis, the researchers identified 2 instances of advice utterances (2.5%) during the teaching and learning activity. Advice was used to provide guidance or recommendations that were considered beneficial for students. One example of advice:

“You can continue to eat in the second breaktime.”

This utterance was addressed to a student who had not finished eating when the lesson was about to begin. Through this utterance, the teacher advised the student to continue eating during the next break time so that the learning process would not be disrupted. Therefore, it was categorized as advice because it provided guidance for the student's benefit.

The interview findings revealed that advice was used to help students develop positive learning habits and improve their discipline. Through advice, the teacher guided students toward appropriate behavior that could support their learning process.

4.1.5 Prohibitions

Based on the analysis, the authors found that 2 prohibition utterances were identified during the teaching and learning activity. Prohibitions were used to prevent students from performing actions that could disrupt classroom activities. One example of a prohibition:

“Don't give him direction.”

This utterance was expressed when students were participating in a classroom game or activity. The teacher prohibited other students from helping their classmate so that each student could complete the task independently. Therefore, this utterance was classified as a prohibition because it aimed to prevent a particular action from being performed.

The interview findings supported this result. The teacher explained that prohibitions were used to maintain classroom order and ensure that all students could participate in learning activities appropriately. By preventing disruptive behaviors, the teacher was able to create a more conducive learning environment.

The analysis identified five types of directive speech acts employed by the teacher. In the classroom interaction, namely commands, requests, suggestions, advice, and prohibitions. Among these types, commands appeared most frequently with 46 utterances (57.5%), followed by requests with 27 utterances (33.75%), suggestions with 3 utterances (3.75%), advice with 2 utterances (2.5%), and prohibitions with 2 utterances (2.5%)

The findings indicate that commands were commonly used by the teacher to manage classroom activities and guide students during the learning process. Meanwhile, requests, suggestions, advice, and prohibitions were used to support classroom interaction and facilitate students' participation in learning activities. Overall, the findings suggest that various types of directive speech acts play an important role in facilitating classroom interaction in English lessons at the primary school level.

4.2 Forms of Directive Speech Acts

Based on the results of the analysis, two forms of directive speech acts were identified in English classroom interaction, namely direct directives and indirect directives. Both forms were used by the teacher to deliver instructions, directions, and requests during classroom interaction.

Table 2. Forms of Directive Speech Acts

No	Forms of Directive Speech Acts	Frequency	Percentage
1	Direct	53	66.25%
2	Indirect	27	33.75%
Total		80	100%

As shown in Table 2, two analysis identified two forms of directive speech acts employed by teachers during classroom interaction, namely direct directives and indirect directives. Overall, there were 80 directive utterances identified in the learning interactions.

4.2.1 Direct Directive

Based on the analysis, direct directives were frequently found in classroom interaction. Direct directives are utterances in which the speaker's intention is expressed explicitly, allowing the hearer to understand the intended meaning without requiring further interpretation. One example of a direct directive:

"Please be quiet"

This utterance was produced when several students were talking during the lesson. It was classified as a direct directive because the teacher directly instructed the students to stop talking and focus on the lesson. The intended meaning was conveyed explicitly through an imperative form, making it easy for the students to understand the action expected of them.

This finding was supported by the interview results. The teacher explained that direct instructions were necessary because first-grade students still required clear and easily

understandable guidance. In addition, the use of direct directives helped the teacher manage the classroom and ensure that learning activities proceeded effectively.

4.2.2 Indirect Directive

In addition to direct directives, the study also found the use of indirect directives in classroom interaction. Indirect directives are utterances that convey a directive intention indirectly through the form of a question or statement. One example of an indirect directive:

“Are you ready?”

Grammatically, this utterance takes the form of a question. However, the teacher’s intention was not merely to ask about the students’ readiness but also to encourage them to prepare themselves for the next learning activity. Therefore, this utterance was categorized as an indirect directive because it conveyed a directive intention through an interrogative form.

The interview results revealed that the teacher used questions not only to obtain information but also to gain students’ attention and ensure that they were ready to participate in classroom activities. Through the use of indirect directives, the teacher was able to create more active interaction and encourage students’ engagement in the learning activities.

The findings revealed that the teacher employed two forms of directive speech acts: direct directives and indirect directives. Direct directives were used to provide clear instructions and manage classroom activities, while indirect directives were used to encourage student participation and foster interaction during the learning process. The interview results also indicated that the use of both forms was adjusted to students’ needs and classroom situations. Thus, both direct and indirect directives played important roles in supporting effective communication and facilitating classroom interaction.

4.3 The Most Dominant Types and Forms of Directive Speech Acts Used by the Teacher

To answer the third research question, the researcher identified the most dominant type and form of directive speech acts used by the teacher during classroom interaction. The result is presented in Table 3.

Table 3. The Most Dominant Types and Forms of Directive Speech Acts

No	Category	Frequency	Percentage
1	Command	46	57.5%
2	Direct Directive	53	66.25%

Based on Table 3, the analysis showed that commands appeared more frequently than the other directive speech acts, with 46 utterances (57.5%). Commands were frequently employed to manage classroom activities, maintain discipline, and direct students' actions throughout the learning process. The frequent use of commands indicates that the teacher relied on clear instructions to ensure that students could follow classroom procedures effectively.

In terms of form, direct directive was identified as the most dominant form used by the teacher, with a total of 53 utterances (53.25%). Direct directives enabled the teacher to communicate instructions explicitly, allowing students to understand the intended message without requiring further interpretation. This form was commonly used when the teacher instructed students to perform specific actions, such as opening their books, paying attention, or participating in classroom activities.

The interview findings supported these results. The teacher explained that first-grade students still required clear and straightforward guidance during classroom activities. Therefore, direct instructions were frequently used to help students understand what they were expected to do and to maintain an orderly learning environment. In addition, the teacher believed that direct communication reduced misunderstandings and made classroom management more effective.

The dominance of commands and direct directives reflects the teacher's role as a classroom manager who is responsible for organizing classroom activities and guiding students throughout the lesson. These findings suggest that the use of directive speech acts is essential in supporting effective classroom interaction, particularly in English language learning at the primary school level.

This finding is in line with the theory of directive speech acts proposed by Searle (1969), which states that directives are used by speakers to get hearers to perform particular actions. In the context of primary school classrooms, commands and direct directives were frequently used because young learners generally require clear instructions and guidance during the learning process.

5. Discussion

This section presents and discusses the research findings in relation to the research objectives, the theoretical framework, and previous related studies. It focuses on the types and forms of directive speech acts used by teachers in English learning interactions, as well as their dominance and the implications for the teaching and learning activities.

5.1 Discussion of Types of Directive Speech Acts

Regarding the first research objective, the analysis identified types of directive speech acts employed by the teacher: commands, requests, suggestions, advice, and prohibitions (Hidayat & Husna, 2025). Of these five types, commands occurred most frequently throughout classroom interaction.

The dominance of commands indicates that the teacher played a central role in managing classroom activities and directing students throughout the learning process (Ly, 2024). Most of the teacher's utterances were intended to provide instructions, regulate student participation, and maintain classroom order. This finding is reasonable because first-grade students are still developing both their English proficiency and their ability to follow classroom routines independently. Consequently, teachers tend to rely on commands to ensure that instructions are clearly understood and classroom activities proceed in an organized and effective manner (Berlian & Huda, 2022). In addition, the use of commands helps reduce students' misunderstandings and enables teachers to manage classroom interaction more efficiently during English learning activities.

This finding supports Searle (1969) theory, a preposition that directive speech acts are intended to influence the hearer's actions and encourage the performance of particular activities. In English classroom interaction, commands function as an essential instructional strategy that enables teachers to organize learning activities and guide students' participation effectively. The findings are also consistent with those reported by (Nisa & Abduh, 2022; Riwatatiningsih, 2024; Zahroh & Susanto, 2022; Hidayat & Husna, 2025; Saragih et al., 2025), who similarity found that commands were frequently employed by teachers to organize classroom activities, maintain classroom order, and guide students throughout the learning process. One possible explanation for this similarity is that, regardless of differences in educational settings, teachers share the same responsibility for organizing classroom interaction and facilitating students' learning. Therefore, commands remain one of the most effective directive speech acts because they provide clear guidance, minimize ambiguity, and help teachers achieve instructional objectives more efficiently.

However, the present findings differ from those reported by (Aini et al., 2023), who reported that requests were the most frequently employed directive speech acts in online classroom interaction. This difference may be attributed to the different learning context. In online classrooms, teachers tended to use requests more frequently to encourage students' participation and maintain interaction despite physical separation. In contrast, the present study was conducted in a face-to-face elementary classroom, where teachers needed to provide more explicit and immediate commands to organize classroom activities, manage students' behavior, and ensure that learning tasks were completed effectively.

From a practical perspective, the predominance use of commands suggests that elementary school teachers should employ clear, concise, and explicit instructional language to facilitate students' comprehension of classroom tasks. Such communication not only supports effective classroom management but also encourages students' active participation and contributes to the achievement of learning objectives.

5.2 Discussion of Forms of Directive Speech Acts

In relation to the second research objective, the findings showed that the teacher employed two forms of directive speech acts, namely direct directives and indirect directives (Hidayat & Husna, 2025). Both forms were used in various classroom situations to guide students during the teaching and learning activities. However, direct directives occurred more frequently than indirect directives (Susanti & Liusti, 2025).

The predominance of direct directives suggests that clarity of instruction plays a significant role in elementary school classroom interaction (Cardenal et al., 2023). Direct directives enable the teacher to communicate intentions explicitly, allowing students to understand and respond to instructions more easily. Considering the age and language development of first-grade students, direct instructions appear to be a more effective means of guiding classroom activities and ensuring students' comprehension.

This finding supports Yule's (1996) view that direct speech acts facilitate communication because the relationship between the linguistic form and communicative intention is explicit. Such clarity enables hearers to understand the speaker's intention without requiring additional interpretation. This tendency may be attributed to the development characteristic of young learners, who require clear and explicit instructions to understand classroom expectations and complete learning tasks successfully. Therefore, teachers tend to employ direct directives more frequently to minimize misunderstanding and ensure that students respond appropriately to instructional tasks. Although direct directives were dominant, indirect directives were also employed during classroom interaction. This indicates that the teacher adjusted communication strategies according to different classroom situations by combining explicit instructions with more polite and less imposing expressions when appropriate.

From a practical perspective, the findings indicate that teachers should employ both direct and indirect directives flexibly according to classroom situations and students' learning needs. While direct directives are particularly useful for providing clear instructions and maintaining classroom order, indirect directives can help create a more supportive, polite, and interactive learning atmosphere. Therefore, the balanced use of both forms contributes to effective classroom communication and facilitates students' engagement in the learning process.

5.3 Discussion of the Dominance of Types and Forms of Directive Speech Acts

The findings revealed that commands accounted for the highest frequency among the identified directive speech act types, while direct directives were the dominant form used by the teacher

during English classroom interaction. This dominance indicates that classroom communication was primarily oriented toward providing clear instructions and directing students' actions throughout the learning process (Cardenal et al., 2023).

The dominance of commands and direct directives reflects the teachers role as the primary organizer of classroom activities. Through these utterances, the teacher guided students to follow instructions, pay attention to learning materials, answer questions, and participate in classroom activities. Such findings suggest that successful classroom interaction at the elementary school level relies heavily on the teacher's ability to provide explicit and understandable guidance. This finding may also be related to the characteristics of young learners, who still require structured guidance and continuous teacher support throughout the learning process.

The findings are also consistent with those reported by (Riwayatiningsih, 2024; Zahroh & Susanto, 2022; Hidayat & Husna, 2025; Saragih et al., 2025), who similarly emphasized the contribution of directive speech acts to effective classroom management and facilitating instructional interaction. One possible explanation for this consistency is that teachers across different educational settings share similar instructional responsibilities, including organizing classroom activities, maintaining classroom order, sustaining students' attention and guiding participation throughout the learning process.

The findings of this study have both theoretical and practical implications. Theoretically, they provide further empirical support for speech act theory, particularly regarding the role of directive speech acts in educational interaction. Practically, the findings suggest that teachers should select directive speech acts according to students' developmental characteristics and classroom objectives. The appropriate use of clear and direct instructions can facilitate students' understanding of learning tasks more effectively, maintain classroom order, encourage active participation, and ultimately contribute to the achievement of effective English language learning.

6. Conclusion

This study investigated the types, forms, and dominance of directive speech acts used by an English teacher in classroom interaction at the elementary school level. The teacher's utterances were classified into five types of directive speech acts: commands, requests, suggestions, advice, and prohibitions. The analysis also identified two forms of directive speech acts: direct directives and indirect directives. Direct directives occurred most frequently, while commands represented the most frequent type of directive acts in the English classroom interaction.

The findings show that teacher directive speech acts contribute to effective classroom interaction and support the implementation of learning activities. The predominance of commands and direct directives suggests that clear and explicit instructions are essential for guiding young learners and maintaining effective classroom management. The findings also contribute to pragmatics studies by providing empirical evidence on the employment of directive speech acts in English classroom interaction at the elementary school level. Therefore, the findings indicate that the effective use of directive speech acts can contribute to more effective classroom communication and English language learning at the elementary school level.

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