



Student Directive Speech Acts to Teachers and Peers in Arabic Language Learning

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Abstract

This qualitative study aims to analyze students' speech acts in Arabic language learning using Miles & Huberman techniques of data analysis. The pragmatic approach based on the theory of speech acts of Bach and Harnish with passive participatory observation data collection techniques (passive participation). The data in this study included the directive speech acts employed passive participatory observation data collection techniques. The data in this study includes directive speech acts used by the students include requestives Speech Act used when asking, encouraging, and inviting, questions used when asking, investigating, and invoking, mandates used when giving orders and instructing, prohibitives used when prohibiting and advisories used when suggesting or asking permission.

Keywords: *Directive, Speech Acts, Arabic Language Learning*

Introduction

Social interaction in Arabic learning classes reflects the cultural and linguistic complexity embodied in the learning process. In this context, speech acts become the main window to understand the dynamics of communication

between students and teachers and between fellow students.¹ The focus on student speech acts to teachers and peers is crucial, as this not only reflects individual involvement in learning, but also affects the overall atmosphere in the classroom.²

The interaction between teachers and students is one of the key aspects that affect the learning process. Not only is this interaction a tool for transferring knowledge, it is also a place where various language actions take place.³ One form of language action that often appears is the act of student speech to the teacher.⁴ This action reflects how students communicate, express, and interpret the learning material delivered by the teacher. So in this context, student speech acts to teachers become an integral part of class dynamics.

In addition, in the same context, interaction between students is also one of the foundations for a deep understanding of the subject matter. Among these various forms of interaction, students' speech acts to peers also play a significant role.⁵ This phenomenon not only reflects daily communication in the classroom, but also illustrates how students support each other and learn collectively. Therefore, in the context of Arabic language learning, one type of speech act that is interesting to be examined is the directive speech act between students to teachers and students to peers.

Speech act is one of the concepts in pragmatics that studies actions

¹Eti Setiawati dan Heni Dwi Arista, *Piranti Pemahaman Komunikasi dalam Wacana Interaksional: Kajian Pragmatik* (Universitas Brawijaya Press, 2018).

²Muhammad Jundi and Mohommed Ali, "Assessing The Classroom Learning in Arabic Matriculation Program: Tutor and Student Perspective," *Jurnal Al-Maqayis* 10, no. 2 (2023): 21–36. <https://doi.org/10.18592/jams.v10i2.9115>.

³Sri Basra and Luthfiyatun Thoyyibah, "A Speech Act Analysis of Teacher Talk in an EFL Classroom," *International Journal of Education* 10, no. 1 (2017): 73–81. <https://www.learntechlib.org/p/208960/>.

⁴Ni Nyoman Ayu Ari Apriastuti, "Bentuk, Fungsi dan Jenis Tindak Tutur dalam Komunikasi Siswa di Kelas IX Unggulan SMP PGRI 3 Denpasar," *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia* 8, no. 1 (2019): 48–58. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_bahasa/article/view/2989.

⁵Rudiny Indis and Mehdi Ahmed, "Ethnography of Communication In Arabic Language Learning," *Jurnal Al-Maqayis* 9, no. 2 (2022): 117–146. <https://doi.org/10.18592/jams.v9i2.6642>.

performed through language. While directive speech acts are types of speech acts that give directions, requests, or commands to the interlocutor.⁶ In the context of learning, directive speech acts become relevant because they relate to the interaction between teachers and students in achieving learning objectives.⁷ Understanding how students use directive speech acts in Arabic learning can help teachers identify students' difficulties or needs in understanding learning material.⁸ So that this understanding will help teachers in designing more effective learning strategies.

Bach and Harnish categorize directive speech acts into six main categories, namely: 1) Requestives, 2). Questions, 3) Requirements, 4) Prohibitives, 5) Permissives, and 6) Advisories.⁹ In every communication context, directive speech acts aim to direct the behavior or actions of other people according to the needs, goals or norms that apply in the situation.

In this context, there have been several studies that have examined speech acts in the context of language learning, but not many studies have specifically examined students' directive speech acts to teachers and peers in Arabic language learning.¹⁰ The importance of understanding students' speech acts is not only limited to improving communication efficiency, but also to hone their language skills in communicating in the learning process.¹¹

⁶Lorena Pérez Hernández and Francisco José Ruiz de Mendoza, "Grounding, Semantic Motivation, and Conceptual Interaction in Indirect Directive Speech Acts," *Journal of Pragmatics* 34, no. 3 (2002): 259–284. [https://doi.org/10.1016/S0378-2166\(02\)80002-9](https://doi.org/10.1016/S0378-2166(02)80002-9).

⁷Daroe Iswatiningsih, Purwati Zisca Diana, and Anis Dwi Winarsih, "Teachers' Directive Speech Acts to Motivate Junior High School Students in Indonesian Language Subjects after the Covid-19 Pandemic Online Classes," *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya* 9, no. 2 (2023): 767–778. <https://doi.org/10.22219/kembara.v9i2.29662>.

⁸Dyah Puspitasari, "Tindak Tutar Guru dalam Pembelajaran Bahasa Indonesia pada Kelas VII MTsN 4 Palu," *Jurnal Bahasa dan Sastra* 5, no. 3 (2020): 80–93.

⁹Kent Bach and Robert M Harnish, "Communication and Speech Acts," *Cambridge, Mass.: Harvard*, 1979.

¹⁰Lailatul Qomariyah, "Tindak Tutar Direktif Guru Dalam Pembelajaran Bahasa Arab," *Arabi: Journal of Arabic Studies* 2, no. 1 (2017): 1–18. <https://www.journal.imla.or.id/index.php/arabi/article/view/32>.

¹¹Lingjie Yuan, "EFL Teacher-Student Interaction, Teacher Immediacy, and Students' Academic

This article will discuss some key aspects of student speech acts in the context of Arabic language learning. Noting the important role speech acts play in classroom interactions, this article will explore how students direct conversations to teachers for help or clarification as well as how student-peer interactions affect their learning. Through this analysis, it is hoped that we can dig deeper into effective learning strategies and build an inclusive and supportive classroom environment for all students.

Method

This study aims to analyze students' directive speech acts to teachers in Arabic language learning at Darurrahmah Islamic Boarding School Bogor. This research is a descriptive qualitative research and utilizes Miles and Huberman's techniques in analyzing the data.¹² The series of data analysis includes the process of data collection, data reduction, presentation and conclusion. The data obtained were analyzed based on Bach and Harnish theories related to directive speech acts.¹³ The data collection technique used in this study was passive participation observation by not directly participating in field observation. The data in this study are all directive utterances delivered by students to teachers in the classroom during Arabic language learning. Furthermore, researchers classify the data using tables of data collection instruments based on indicators and sub-indicators in theory related to directive speech acts on the theoretical basis.

Engagement in the Chinese Higher Learning Context,” *Acta Psychologica* 244 (2024): 104185. <https://doi.org/10.1016/j.actpsy.2024.104185>.

¹²Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (Sage, 1994). https://books.google.co.id/books?hl=id&lr=&id=U4IU_-wJ5QEC&oi=fnd&pg=PR12&dq=Qualitative+Data+Analysis:+An+Expanded+Sourcebook+&ots=kGTH-DMT_W&sig=gcZi29CKSrrBx10Po8x-YG4Mr-s&redir_esc=y#v=onepage&q=Qualitative%20Data%20Analysis%3A%20An%20Expanded%20Sourcebook&f=false.

¹³Kent Bach and Robert M Harnish, “Communication and Speech Acts,” Cambridge, Mass.: Harvard, 1979.

Discussion and Result

Based on the data obtained, the researchers found several types of students' directive speech acts to teachers and peers in the Arabic learning process of grade XII students of Darurrahmah Islamic Boarding School Bogor consisting of: 1) Requestives Speech Act used when asking, encouraging, and inviting, 2) Questions used when asking, investigating, and invoking, 3) Requirements used when giving orders and instructing, 4) Prohibitives used when prohibiting, 5) Advisories used when suggesting, and 6) Permissives used when asking permission.

Requestives Speech Act

Student Speech Act to Teacher

Requestives Speech Acts are attempts to ask for something to the interlocutor.¹⁴ The following is an example of a directive speech act for grade XII students of Darurrahmah Islamic Boarding School Bogor in Arabic learning:

Data 1. Ask for help

"هَلْ مُمَكِّنُ تُسَاعِدُنِي فِي حَلِّ هَذَا التَّمْرِينِ، يَا أَسْتَاذ؟"

"Can you help me complete this exercise, sir?"

Data 2. Encourage discussion

"هَلْ يُمَكِّنُنَا مُنَاقَشَةَ هَذَا النِّقَاشِ فِي اللِّقَاءِ الْآتِي، يَا أَسْتَاذ؟"

"Can we discuss this discussion at the next meeting, sir?"

Data (1) includes Requestive Speech Acts of requesting. The context is in the classroom, when students have difficulty in completing lesson practice questions. The purpose of this speech act is to ask the teacher for help in completing a task or exercise facing the student.¹⁵ By asking these questions,

¹⁴John R Searle, *Speech Acts: An Essay in the Philosophy of Language*, Vol. 626 (Cambridge University Press, 1969).

¹⁵Tanju Deveci and Ikhlas Ben Hmida, "The Request Speech Act in Emails by Arab University Students in the UAE," *Journal of Language and Linguistic Studies* 13, no. 1 (2017): 194–214. <https://dergipark.org.tr/en/pub/jlls/issue/36109/405457>.

students hope to gain a better understanding of the subject matter being studied. The implication of this speech act is the opening of opportunities for students to get additional explanations or assistance from teachers in overcoming the difficulties faced.

Data (2) includes Promptives Speech Acts of encouraging. The context is in the classroom, when students have not understood the explanation of the material given by the teacher, but the lesson time has run out. The purpose of this speech act is to make a request to the teacher so that the material that has not been understood can be discussed further on the next meeting.¹⁶ Thus, students hope to gain a better understanding with sufficient time. The implication of this speech act is to provide opportunities for students and teachers to schedule further discussion of hard-to-understand material.

Student Speech Act to Peers

Data 3. Inviting to learn together

"لِمَاذَا لَا نَجْتَمِعُ لِدِرَاسَةِ هَذَا الدَّرْسِ مَعًا بَعْدَ الْإِسْتِرَاحَةِ؟"

"Why don't we study together after resting?"

Data (3) includes Requestives Speech Acts of inviting. The context is within the context of learning, after a class break. The purpose of this speech act is to encourage cooperation and collaboration between classmates in learning the subject matter.¹⁷ By inviting classmates to study together, students hope to help each other and strengthen their understanding of the material being studied. The implication of this speech act is that it opens up opportunities for students to share their knowledge, experience, and understanding of the subject matter.

¹⁶Stephen C Levinson, *Pragmatics* (Cambridge University Press, 1983).

¹⁷Muhamad Mukhroji et al., "Pragmatic Forces in the Speech Acts of EFL Speakers at Kampung Inggris, Indonesia," *Journal of Social Studies Education Research* 10, no. 1 (2019): 38–60. <https://dergipark.org.tr/en/pub/jsser/issue/45447/570402>.

Questions Speech Act

Question speech act is the use of questions to obtain information or ask for a response from the interlocutor.¹⁸ The following is an example of a directive speech act for grade XII students of Darurrahmah Islamic Boarding School Bogor in Arabic language learning:

Student Speech Act to Teacher

Data 4. Asking about Learning Materials

"هَلْ يُمَكِّنُكُمْ تَوْضِيحَ مَعْنَى هَذِهِ الْكَلِمَةِ فِي النَّصِّ يَا أَسْتَاذًا؟"

"Can you explain the meaning of this word in the text, sir?"

Data 5. Investigating Complex Concepts

"لِمَاذَا يَتِمُّ اسْتِخْدَامُ هَذَا النَّمْطِ اللُّغَوِيِّ فِي هَذَا السِّيَاقِ يَا أَسْتَاذًا؟"

"Why is this linguistic pattern used in this context, sir?"

Data (4) includes speech acts of questions by asking. The context is in the classroom, when students ask for help from the teacher to understand the subject matter being studied, especially the meaning of a word in the context of the text. The purpose of this speech act is to gain a better understanding of the subject matter by asking for an explanation or clarification from the teacher.¹⁹ By asking these questions, students hope to overcome any confusion or difficulties they face in understanding the text being studied. The implication of this speech act is that it opens up opportunities for students to get additional explanations or help from teachers in overcoming comprehension difficulties.

Data (5) includes Questions Speech Act of investigating. The context is in the classroom, when students want to understand a complex concept or linguistic pattern used in a particular text or situation. The purpose of this speech act is to

¹⁸Penelope Brown and Stephen C Levinson, *Politeness: Some Universals in Language Usage*, vol. 4 (Cambridge University Press, 1987).

¹⁹Agustina Darwis, "Tindakan Tutar Direktif Guru Di Lingkungan SMP Negeri 19 Palu: Kajian Pragmatik," *Bahasa Dan Sastra* 4, no. 2 (2019). <http://jurnal.untad.ac.id/jurnal/index.php/BDS/article/view/12236>.

gain a deeper explanation or understanding of the linguistic concepts or patterns used in a specific context.²⁰ By asking these questions, students hope to clarify and better understand the choice of language style or sentence structure used in a particular context. The implication of these speech acts is that they provide opportunities for students to investigate more complex or in-depth concepts in their learning.

Student Speech Act to Peers

Data 6. Inviting to discuss

"مَا رَأَيْكَ فِي هَذِهِ الْفِكْرَةِ؟"

"What do you think of this idea?"

Data 7. Investigating Different Perspectives

"هَلْ تَتَّفِقُ مَعَ الرَّأْيِ الَّذِي عَبَّرَ عَنْهُ الْآنَ؟"

"Do you agree with the opinion he expressed just now?"

Data (6) includes inviting speech acts. The context is in a discussion or debate situation, where someone wants to hear the opinion or response of the discussion opponent to an idea or idea being discussed. The purpose of this speech act is to encourage the opponent to actively participate in the discussion by giving their opinion or perspective on the ideas being discussed.²¹ By asking these questions, the speaker wants to hear the opinions or responses of the discussion opponent to enrich the discussion and expand existing points of view. The implication of this speech act is the. The implication of this speech act is to create active interaction between the speaker and the discussion partner in a discussion or

²⁰Septia Uswatun Hasanah, "Tindak Tutur Direktif Guru dan Siswa pada Pembelajaran Bahasa Indonesia Di Sekolah Menengah Pertama (SMP)," *Jurnal Kajian Bahasa dan Sastra* 1, no. 2 (2019): 51–56.

²¹Agustina Darwis, "Tindak Tutur Direktif Guru Di Lingkungan SMP Negeri 19 Palu: Kajian Pragmatik," *Bahasa dan Sastra* 4, no. 2 (2019). <http://jurnal.untad.ac.id/jurnal/index.php/BDS/article/view/12236>.

debate.

Data (7) includes speech act investigating questions. The context is also in a discussion or debate situation, where someone wants to know whether the opponent agrees with the opinion that has been expressed. The purpose of this speech act is to investigate different perspectives or points of view in the discussion by asking questions about agreement with the opinions that have been expressed.²² Thus, the speaker wants to get a better understanding of the point of view of the opponent of the discussion and broaden their horizons on the topic at hand. The implication of this speech act is the creation of opportunities for speakers and discussion partners to understand each other and appreciate different perspectives in the discussion.

Requirements Speech Act

Requirements speech act is an attempt to set obligations or give orders to the interlocutor.²³ The following is an example of a directive speech act for grade XII students of Darurrahmah Islamic Boarding School Bogor in Arabic language learning:

Student Speech Act to Teacher

Data 8. Directing Emphasis to Specific Aspects

"مِنْ فَضْلِكُمْ يَا أَسْتَاذَ، اشرحْ لَنَا النُّقَاطَ الْأَسَاسِيَّةَ فِي هَذَا الْمَوْضُوعِ؟"

"Excuse me sir, explain to us the main points in this topic"

Data (8) includes Requirements Speech Act of directing- The context is in the classroom, when students ask for help from the teacher to understand the main points or key concepts in a learning topic. The purpose of this speech act is to ask

²²Septia Uswatun Hasanah, "Tindak Tutur Direktif Guru dan Siswa pada Pembelajaran Bahasa Indonesia Di Sekolah Menengah Pertama (SMP)," *Jurnal Kajian Bahasa dan Sastra* 1, no. 2 (2019): 51–56.

²³Kent Bach and Robert M Harnish, "Communication and Speech Acts," *Cambridge, Mass.: Harvard*, 1979.

for explanations or clarifications from the teacher about certain aspects that are considered important or fundamental in the learning topic being discussed.²⁴ By asking such questions, students hope to gain a better understanding of the core of the subject matter being studied. The implication of this speech act is that it opens up opportunities for students to get additional explanations or assistance from teachers in understanding key concepts in learning.

Student Speech Act to Peers

Data 9. Instructing to Collaborate

"دَعَوْنَا نَتَعَاوَنَ مَعًا لِإِنْجَازِ هَذَا الْمَشْرُوعِ بِأَفْضَلِ طَرِيقَةٍ مُمَكِّنَةٍ"

"Let's work together to complete this project in the best way we can"

Data (9) includes instructing requirements speech act. The context is within a work team or project group, where someone invites their teammates to work together to complete a project. The purpose of these speech acts is to encourage collaboration and teamwork in completing projects effectively and efficiently.²⁵ By inviting teammates to work together, the speaker wants to ensure that all team members are actively involved and contribute to achieving the project goals. The implication of this speech act is the creation of an inclusive work atmosphere where all team members feel valued and necessary in the process of completing the project.

Prohibitives Speech Act

Prohibitives Speech Acts are attempts to prohibit certain actions carried out

²⁴Handayani Eka Widiyarti, Akhyaruddin Akhyaruddin, dan Andiopenta Purba, "Analisis Tindak Tutur Direktif Antara Guru dan Siswa Kelas VII SMP Negeri 1 Muaro Jambi," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 177–185. <https://doi.org/10.33487/edumaspul.v6i1.3053>.

²⁵*Ibid.*

by the interlocutor.²⁶ The following is an example of a directive speech act for grade XII students of Darurrahmah Islamic Boarding School Bogor in Arabic language learning:

Student Speech Act to Peers

Data 10. Prohibiting Actions That Interfere with Learning

"يُرَجَى عَدَمُ الْحَدِيثِ بِصَوْتٍ عَالِيٍّ أَتْنَاءَ الشَّرْحِ"

"Please don't speak out loud during the explanation"

Data (9) includes Prohibitives Speech Acts of prohibiting. The context is in the classroom or learning session, where the speaker wants to maintain order and concentration during the explanation or presentation. The purpose of this speech act is to ensure that the classroom atmosphere remains calm and focused during the explanation, so that all participants can hear clearly and gain a good understanding of the material presented.²⁷ By instructing participants not to speak out loud, speakers hope to reduce distractions and reinforce learning effectiveness. The implication of this speech act is to provide guidelines or rules to participants to respect the learning process by maintaining calmness and concentration during the explanation.

Advisories Speech Act

Advisories Speech Act are the use of language to give advice or recommendations to interlocutors.²⁸ The following is an example of a directive speech act for grade XII students of Darurrahmah Islamic Boarding School Bogor

²⁶Amanda Brown, "Monolingual versus Multilingual Foreign Language Teaching: French and Arabic at Beginning Levels," *Language Teaching Research* 27, no. 6 (2023): 1634–1659. <https://journals.sagepub.com/doi/abs/10.1177/1362168821990347>.

²⁷Ria Elva Diana dan Ngusman Abdul Manaf, "Prinsip Kesantunan Berbahasa dalam Tindak Tutur Direktif Guru Bahasa Indonesia pada Proses Pembelajaran di SMP," *Jurnal Basicedu* 6, no. 3 (2022): 4940–4952. <https://doi.org/10.31004/basicedu.v6i3.2759>.

²⁸Amanda Brown, "Monolingual versus Multilingual Foreign Language Teaching: French and Arabic at Beginning Levels," *Language Teaching Research* 27, no. 6 (2023): 1634–1659. <https://journals.sagepub.com/doi/abs/10.1177/1362168821990347>.

in Arabic language learning:

Peer Speech Acts

Data 11. Suggesting Using Free Time to Study Together

"لِمَاذَا لَا نَجْلِسُ مَعًا فِي الْمَكْتَبَةِ بَعْدَ الدَّرْسِ لِمُدَاكِرَةِ الْوَاجِبِ الْمُنْتَزِعِي"

"Why don't we sit together in the library after class to do homework?"

Data (11) includes Advisories Speech Acts of suggesting. The context is in a school setting, after class, where the speaker wants to invite friends or classmates to use their free time productively by studying together in the library. The purpose of this speech act is to encourage collaboration and cooperation between friends or classmates in doing homework or studying subject matter that has been learned.²⁹ By proposing to study together in the library after class, the speaker hopes to create a conducive and mutually supportive learning environment for all group members. The implication of this speech act is the creation of opportunities for friends or classmates to help and motivate each other in understanding the subject matter or completing homework.

Permissives Speech Act

Permissives Speech Acts attempts to give permission or consent to the interlocutor to do something.³⁰ The following is an example of a directive speech act for grade XII students of Darurrahmah Islamic Boarding School Bogor in Arabic language learning:

Student Speech Act to Teacher

Data 12. Requesting Permission to Leave Class

²⁹Daroe Iswatiningsih, Purwati Zisca Diana, and Anis Dwi Winarsih, "Teachers' Directive Speech Acts to Motivate Junior High School Students in Indonesian Language Subjects after the Covid-19 Pandemic Online Classes," *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya* 9, no. 2 (2023): 767–778. <https://doi.org/10.22219/kembara.v9i2.29662>.

³⁰John R Searle, *Speech Acts: An Essay in the Philosophy of Language*, Vol. 626 (Cambridge University Press, 1969).

"أُسْتَاذ، هَلْ يُمَكِّنُنِي الْمُعَاذَرَةَ مُبَكِّرًا الْيَوْمَ؟ لَدَيَّ مَوْعِدٌ طِبِّي"

"Sir, can I leave class early today? I have a medical appointment"

Data (12) includes Permissives Speech Act of asking permission. The context is in-class or learning sessions, where students ask permission to leave class early due to having a medical appointment. The purpose of this speech act is to get permission from the teacher to leave the classroom early for an important reason, in this case, a medical appointment.³¹ By submitting the application, students hope to get approval from the teacher so that they can attend their medical appointments without disrupting the learning process. The implications of this speech act depend on the response of the teacher. If the teacher gives permission, the implication is that the student can leave the classroom early to attend his medical appointment without experiencing obstacles.

Conclusion

Based on the results and discussion above, the researcher concluded that there are various kinds of directive speech acts used by XII students of the Darurrahmah Islamic Boarding School Bogor in their communication to teachers and peers including 1) Requestives Speech Act used when asking, encouraging, and inviting, 2) Questions used when asking, investigating, and invoking, 3) Requirements used when giving orders and instructing, 4) Prohibitives used when prohibiting, 5) Advisories used when suggesting, and 6) Permissives used when asking permission.

³¹Badelah Badelah, Mahsun Mahsun, dan Burhanuddin Burhanuddin, "Tindak Tutur Kesantunan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia di SMP Negeri 2 Sakra: Tinjauan Pragmatik," *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya* 16, no. 2 (2019): 219–234. <https://doi.org/10.30957/lingua.v16i2.604>.

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