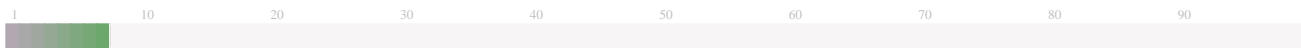


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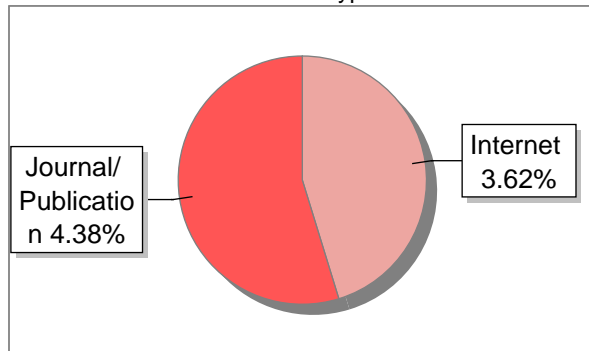
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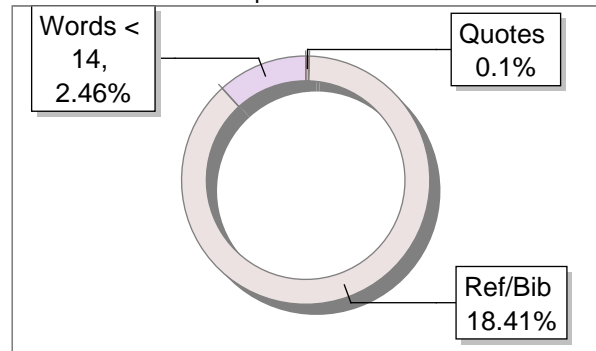
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## Teachers' Directive Speech Acts to Motivate Junior High School Students in Indonesian Language Subjects after the Covid-19 Pandemic Online Classes

(Tindak Tutur Direktif Guru untuk Memotivasi Siswa SMP pada Mata Pelajaran Bahasa Indonesia Pasca Pandemi Covid-19 Kelas Online)

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**Abstract:** Speech acts motivate teachers to make students more excited, active, diligent, and learn more. Directive speech acts motivate speech that invites students to do something as the teacher hopes to do according to the goal. This study aims to describe (1) the form of motivating directive speech acts in Indonesian learning in the classroom, (2) directive speech act strategies motivate teachers to students and (3) student responses to motivating directive speech acts in Indonesian learning in the classroom. This type of research is qualitative. The research data is in the form of directive speech motivating teachers, motivating directive speech strategies, and student response speech. Data source from seven learning videos Indonesian junior high school level on YouTube covid 19 pandemic. Data collection techniques use documentation, listen, and record. Data analysis techniques use interactive analysis with stages of data reduction, data presentation, and drawing of inference/ verification. The results of the study consisted of three things, namely (1) the form of directive speech act motivating teachers in students stated a) expectations, b) goals, c) ensure, d) reminded, e) imposed, f) solicitations, and h) praise; (2) directive speech action strategies motivate teachers to learners to be implemented in a direct way; and (3) students' responses to directive speech acts are motivated in the form of words of approval and action. The contribution of this research is that teachers can take advantage of language that has the power to move students to be excited and actively learn.

**Keywords** directive speech acts, motivating learning, learning Indonesian

**Abstrak:** Tindak tutur memotivasi digunakan guru untuk membuat siswa lebih bersemangat, aktif, rajin, dan meningkat belajarnya. Tindak tutur direktif memotivasi tuturan yang mengajak siswa untuk melakukan sesuatu sesuai yang diharapkan guru agar sesuai tujuan. Penelitian ini bertujuan mendeskripsikan (1) bentuk tindak tutur direktif memotivasi dalam pembelajaran bahasa Indonesia di kelas, (2) strategi tindak tutur direktif memotivasi guru kepada peserta didik serta (3) respon peserta didik terhadap tindak tutur direktif memotivasi dalam pembelajaran bahasa Indonesia di kelas. Jenis penelitian ini bersifat kualitatif. Data berupa tuturan direktif memotivasi guru, strategi tindak tutur direktif memotivasi, dan tuturan respon peserta didik. Sumber data dari tujuh video pembelajaran bahasa Indonesia yang SMP di YouTube pandemi covid 19. Teknik pengumpulan data menggunakan dokumentasi, simak, dan catat. Teknik analisis data menggunakan analisis interaktif dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan/ verifikasi. Hasil penelitian yang ditemukan menunjukkan adanya (1) bentuk tindak tutur direktif memotivasi guru pada peserta didik menyatakan a) harapan, b) tujuan, c) memastikan, d) mengingatkan, e) memaksakan, f) ajakan, dan h) pujian; (2) strategi tindak tutur direktif memotivasi guru kepada peserta didik dilaksanakan dengan cara langsung; dan (3) respon siswa atas tindak tutur direktif memotivasi diru berupa tuturan persetujuan dan tindakan. Kontribusi penelitian ini pada pembelajaran yakni bahwa guru dapat memanfaatkan bahasa yang memiliki kekuatan dalam menggerakkan peserta didik untuk bersemangat dan aktif belajar.

**Kata Kunci** memotivasi, pembelajaran bahasa Indonesia, tindak tutur direktif

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## INTRODUCTION

The teaching and learning process is now offline, face-to-face learning in the classroom. Nonetheless, the teaching and learning process, which still pays attention to health protocols such as maintaining distance, wearing masks, and washing hands with soap, makes students feel less free. Many things have changed and are different from pre-covid-19 learning conditions, where children can interact more closely, without restrictions or worries, and without having to be in an atmosphere full of supervision. Such conditions make students less interested in studying and performing other normal activities. However, even when online learning takes place, there are still many obstacles and problems in the learning process (Asmuni, 2020; Coman et al., 2020; Iswatiningsih et al., 2021; Pratama & Mulyati, 2020).

The change from conventional learning to online learning is a challenge for teachers and students, giving rise to several obstacles. The obstacles faced are, among others, unstable network access, teachers' lack of experience in the online learning process, not all students possessing Android cellphones, students' lack of financial ability to purchase internet package, and students' ability to operate Android cellphones (Nursandy, 2021). Even though there are several obstacles to its implementation, online learning also has a good impact on students and teachers; students become more active in learning, while teachers become more creative in creating technology-based learning media.

Teacher creativity during online learning is essential to attract students' attention. Teachers must creatively deliver material through online learning media and adapt it to their educational needs (Nuraiman et al., 2023). Not adapting to the conditions at each level of education can cause physical stress or stop the face-to-face learning process in class. Moreover, teachers must be equipped with the skills to conduct digital learning programs by providing training. Teachers also need to be provided with space for discussions to improve online learning quality. This is certainly not easy.

As time passes, teachers and students can implement online teaching and learning smoothly. Due to the increasingly improving public health conditions and the covid-19 situation, which the government can overcome, offline or face-to-face learning can be re-established. Nevertheless, adaptation is needed for both teachers and students because they are accustomed to doing the teaching and learning process from home.

The transition from online to offline learning, or what is known as the new normal adaptation, requires teachers and students to be able to manage time effectively. The time management referred to here is related to how teachers and students can carry out academic activities with deadlines that are not too long. Of course, this causes fatigue for teachers and students, both physically and psychologically, which in turn causes academic fatigue or what is known as academic burnout (Amalia et al., 2022). The fatigue referred to in this case arises due to academic demands and a lack of interest in the tasks given and can even give rise to feelings of inability to be a student. Therefore, efforts need to be made to increase self-efficacy or self-confidence for students.

Self-efficacy is a person's belief in himself to carry out an activity. In this case, students' self-efficacy is focused on their confidence to carry out academic assignments independently. Even though obstacles arise during the learning process, students with high self-efficacy will have confidence that they will succeed (Negara et al., 2023). Students with high self-efficacy in the academic field will try to complete complex tasks and take full responsibility for achieving academic demands well so that they do not give up easily and are confident in themselves (Amalia et al., 2022). The self-efficacy possessed by students is also supported by the competence of teachers who can deliver the material as planned.

Learning still requires teacher competence to deliver materials that can strengthen student competence as planned. Thus, a teacher is seen as someone with a position or profession requiring special competencies in practice. Therefore, not everyone can become a teacher (Haryati et al., 2022). Competence is the overall ability of a person, which includes educational and knowledge aspects whose quality cannot be denied, both in terms of performance and work aspects (Rosni, 2021; Susiawati et al., 2022; Sutisna & Widodo, 2020). There are four competencies that teachers must master to achieve better educational standards, namely pedagogical, personality, professional, and social competencies (Dzulhidayat, 2022). Competencies must not only be mastered by teachers but also by students.

The competencies mastered by students are related to the competencies that have been determined by the teacher when planning learning. The intended competencies are targets that must be achieved in learning. Therefore, there must be competency standards, basic competencies, and indicators at every level of education because they relate to what material will be studied and what goals must be achieved (Rahman, 2022).

To achieve the specified competencies, teachers interact and communicate to convey messages. Thus, it is necessary to have speech acts to convey messages and intentions during learning so that students can understand and master them. Speech acts are the basis for examining language use in specific contexts (Sari et al., 2022). The intended context is vital because the context determines the meaning of an utterance, which is related to the situation at the time of communication (Sari et al., 2022; Sari et al., 2022; Sasmaya et al., 2019). The context in this research is focused on Indonesian language learning in junior high schools.

One form of speech act in conveying speech's meaning is using expressive speech acts (Mualimah et al., 2021; Rahman, 2016; Sugiharto et al., 2022; Wijana, 1996). Expressive speech acts are speech acts that describe the speaker's mental aspects as an effort to motivate students to master the material being taught. In learning, speech teachers often use directive, assertive, expressive, and commissive in presenting direct instruction to command, give advice, encourage, invite, and request (Fitriana et al., 2020).

This research differs from previous studies because it emphasizes the analysis of directive speech acts motivating teachers after online learning. So far, studies of directive speech act in learning only describe forms of directive speech in general or motivating speech and not motivating directive speech (Ahya et al., 2021; Ajmadewi et al., 2021; Astuti, 2018; Marizal et al., 2021; Nugroho, 2022; Sasmaya et al., 2019). A study of motivating directive speech acts in post-online learning due to the Covid-19 pandemic has never been conducted. This motivating language act is essential as an effort to strengthen, sensitize, understand, and support things that students need to know, do, and understand during the learning process in class due to the Covid pandemic, which causes learning loss (Cerelia et al., 2021; Manik & Sinaga, 2021; Suprihatin, 2015; Teristonia et al., 2023). This research aims to describe (1) forms of directive speech acts motivating students in post-online Indonesian language learning, (2) strategies for directive speech acts motivating teachers to students in learning Indonesian, and (3) student responses towards directive speech acts motivating teachers in learning Indonesian. By understanding the forms and strategies of motivating directive actions in learning, students will be more enthusiastic about learning and improve their achievements.

## METHOD

This is qualitative research with a pragmatic approach. The data source is eight Indonesian language learning videos for junior high school level downloaded from YouTube with the material topics (1) Fantasy Story Text, (2) News Text, (3) Report Text Structure, (4) Fable Text, (5) Poetry, (6) Persuasive Speech, and (7) leach at a different school but at the same level, namely Middle School. The duration of the lesson lasts for 15- 26 minutes. Here are three data source accesses (<https://www.youtube.com/watch?v=ORTh-yz4j0U>; [https://www.youtube.com/watch?v=\\_OyEff90hB8](https://www.youtube.com/watch?v=_OyEff90hB8); <https://www.youtube.com/watch?v=7aKk8tPhX1o>).

The research data is in the form of (a) descriptive speech acts of teacher motivation during Indonesian language learning, (b) motivating directive speech strategies, and (c) speech acts in the form of students' responses to teacher motivation during Indonesian language learning. Data collection techniques include observation, listening, and taking notes. The data analysis uses three-step interactive techniques: data reduction, data presentation, and verification or conclusion (Miles et al., 2018). The technical steps taken by researchers in analyzing data in learning videos that describe the teacher's speech during learning and student responses are by: a) transcribing, identifying, and classifying based on motivating directive speech, speech strategies, and student responses to the teacher's motivating speech, c) reducing the data by simplifying speech so that it is easy to read and understand, presenting data that has been grouped and concluding the results of data analysis.

## RESULTS AND DISCUSSION

### Motivating Directive Speech Acts in Learning

Based on the analysis of speech data, seven forms of directive speech acts contain teacher motivation during Indonesian language learning at the junior high school level. The seven forms of teacher speech in motivating students contained in learning consist of (1) hope, (2) goal, (3) confirmation, (4) reminder, (5) enforcement, (6) invitation, and (7) praise.

Motivating speech act means giving enthusiasm, strength, and self-confidence to someone that the person concerned is capable and capable of doing something. With external motivation, a person gets support to be enthusiastic, to be active, and able to do things that are considered complicated. Likewise, in learning, the motivation given by teachers to students during the learning process has an important role. Language as a learning medium has several functions as information in motivating, apart from attitudes and actions.

Table 1  
Motivating Directive Speech Acts in Learning

Speech Act	Motivating Speech Act Data	Remarks
Hope	<i>Bisa dipahami anak-anak penjelasan bapak bagaimana menemukan amanat dalam sebuah cerita? Nah, dengan memahami pesan cerita kalian dapat membuat cerita yang berisi nilai-nilai kebaikan</i> (Do you know how to find the message in a sentence? By understanding the message in a story, <b>you can make a similar story</b> containing good moral values) (V1/D1/CF/BHar)	The teacher hopes students who can draw the message in a story can also make a story.
	<i>Sebelum mengawali pembelajaran ibu akan memutar video. Kalian perhatikan dengan baik agar agar dapat menjelaskan isi ceritanya</i> (Before we begin the lesson, I will play a video. Please watch it closely so that you can explain the story) (V4/D2/CF/BHar)	The teacher plays a short video about a mother.
	<i>Kalian perhatikan temanmu, ada yang tidak masuk? Semoga teman yang sakit lekas sembuh ya</i> (Is any of your friend absent today? <b>May they get well soon</b> ) (V2/D3/TBrt/BHar)	The teacher hopes that students who are not well will get well soon.
Goal	<i>Kalian tahu bahwa dengan memahami laporan hasil observasi maka kalian dapat melakukan banyak hal.</i> (You know that by understanding the observation results report <b>you can do many things</b> ) (V3/D1/STLap/BTui)	Students who understand the observation results report can do many things.
	<i>Nah, kalian lihat baik-baik ya cerita fantasi yang ibu tayangkan agar dapat menunjukkan unsur-unsur intrinsiknya.</i> (Well, <b>please watch closely</b> the fictional story I am about to play, <b>so you can show me the intrinsic values</b> in the story. (V4/D2/CF/BTui)	When the teacher is about to play a fictional video, students are to watch the video so that they can mention the intrinsic values in the video.
Confirmation	<i>Ibu yakin kalian pasti dapat menentukan ciri kebahasaan teks persuasif.</i> ( <b>I am sure you can determine</b> the linguistic features of persuasive text) (V7/D1/Tpers/BMstk)	The teacher confirms that students can determine the linguistic features of persuasive text.

	<p><i>Silakan kalian perhatikan sekeliling tempat kalian di bawah bangku, meja apakah ada sampah? Jika ada silakan dipungut dan dibuang. <b>Lingkungan yang bersih membuat belajar menjadi nyaman.</b> (Please look around your seat. Do you see trash? If yes, please pick it up and throw it to the trash can. <b>Clean environment makes us comfortable to study</b>) (V2/D2/TBrt/BMstk)</i></p>	The teacher confirms that a clean environment makes them comfortable to study.
	<p><i>Ada yang ingin kalian tanyakan agar nanti dapat mengerjakan kegiatan menemukan unsur intrinsik dalam cerita fantasi dengan kelompoknya (Any questions related to finding intrinsic values activities in a narrative story?) (V4/D3/CF/BMstk)</i></p>	The teacher ensures that students who ask about things to be done can complete the work.
	<p><i>Kalian tentu sudah pernah mendengar atau membaca cerita fabel. Nah, apa itu cerita fabel? (You must be familiar with fables. So, what is are fables?) (V5/D4/CFbel/BMstk)</i></p>	The teacher appeals to students' emotions to motivate them to answer by ensuring they read or heard about fables.
Reminder	<p><i>Silakan siapa yang masih mengingat pelajaran minggu lalu? Coba dingat-ingat, materi apa yang ibu berikan yang terkait dengan pelajaran kali ini. (Who still remembers last week's lesson? <b>Try to remember</b> what materials are related to today's material) (V5/D1/Cfbel/BMigt)</i></p>	The teacher reminds students of the material studied last week.
	<p><i>Kalian tentu masih ingat alur cerita fantasi ya yang baru saja ditayangkan.. tadi dimulai dari tokoh.. (I am sure you still remember the plots of the story I just played) (V1/D2/CF/BMigt)</i></p>	The teacher tells the students that a plot begins with characters, but he does not continue his statement to encourage the students.
	<p><i>Hari ini kita akan belajar tentang fabel. Sebelum kita mempelajari fabel, ada yang masih ingat materi minggu lalu..? (We are studying fables today. Can anyone recall our last week's materials? (V5/D3/CFbl/BMigt)</i></p>	Guru memotivasi siswa untuk mengingat materi sebelumnya yang telah dipelajari.
Enforcement	<p><i>Nah, kalian harus mencoba di rumah untuk mempraktekkan membuat tape. Boleh dibantu oleh orang tua dan hasilnya nanti akan kalian tuliskan. (All right. <b>You must try</b> to make some tape at home. You can ask your parents to help you, and please write the result) (V3/D1/STLap/BMks)</i></p>	The teacher enforces the students by using <i>harus</i> (must) to make something.
	<p><i>Marilah anak-anak untuk meningkatkan semangat belajar kita pada pagi ini, kita awali pembelajaran dengan menyanyikan lagu Maju Tak Gentar (<b>Come on, students. Let's hit the books.</b> Let's begin our lesson by singing <i>Maju tak Gentar</i>) (V1/D1/CF/BAjk)</i></p>	The teacher invites the students to study diligently.
Invitation	<p><i>Agar kita bersemangat belajar, mari kita lakukan Tepuk Belajar Pancasila (To light this up, <b>let's do Tepuk Belajar Pancasila</b>) (V2/D2/TBrt/BAjk)</i></p>	The teacher invites students to clap their hands to start learning so they are enthusiastic.
	<p><i>Silakan kalian angkat tangan siapa yang dapat menyimpulkan pengertian teks fantasi? (Can anyone conclude the definition of fictional text? <b>Please raise your hand</b>) (V1/D3/CF/BAjk)</i></p>	The teacher invites students to conclude the material studied.
	<p><i>Beri tepuk tangan untuk temanmu yang telah menjawab dengan benar. (Let's give a big applause to your friend Anas, who answered the question correctly) (V2/D4/TBrt/BAjk)</i></p>	The teacher asked the students to clap for Anas, who dared to answer the teacher's question.
Praise	<p><i>Silakan kalian lihat penayangan video pembacaan puisi. Perhatikan unsur batinnya.. (Please watch this poem recital video and <b>pay attention to the inner elements...</b>) (V6/D5/Puisi/BAjk)</i></p>	The teacher invites the students using 'please' and 'pay attention' to watch a poem recital video.
	<p><i>Ya, baik. Ya, cerita fantasi adalah cerita adalah sesuatu yang tidak benar-benar ada, banya khayalan dan tidak nyata. (Good. Yes, fictional stories are unreal stories; it is just imagination) (V1/D1/CF/BPuj)</i></p>	Guru memuji siswa "baik" karena telah menjawab pertanyaan guru tentang cerita fantasi dan guru mengulang kembali jawaban siswa.



	The teacher praises the student with 'good' for answering the teacher's question about the fictional story, and the teacher repeats the student's answer.
<b>Ya, betul!</b> <i>Minggu lalu kita belajar tentang cerita rakyat.</i> (Yes, exactly! We studied folklore last week) (V5/D2/TFbl/BPui)	The teacher praises students who answer questions and remember previously studied material.
<b>Ya, bagus!</b> <i>Cerita rakyat umumnya terjadi di masyarakat pada zaman dahulu biasanya disampaikan dari mulut ke mulut.</i> (Well done! Folklore commonly took place in society in ancient time, usually passed down from parents to children) (V5/D3/TFbl/BPui)	The teacher praises students who can answer questions about folklore, and the teacher reaffirms their understanding.

This finding differs from the results of research conducted (Ahya et al., 2021; Rahman, 2016; Sumarti, 2016), which found that directive acts in Indonesian language learning included five things: ordering, commanding, requesting, advising, and recommending. The form of directive speech acts expressed in the acts of 'requesting' and 'advising' is quite relevant considering the virtual learning process. Many teachers complain about students' lack of seriousness during online learning, so teachers request students to actively study, be serious about studying, and advise them not to play games or use cell phones as a learning tool for less useful things, especially during the online learning period (Farell et al., 2021; Iswatiningsih et al., 2021).

Astuti (2018); Susmiati et al., (2013) research results indicated that there is a form of reprimand in directive speech acts that is intended to discipline students. Meanwhile, Sari, (2018); Sasmaya et al., (2019) found teacher speech acts at the high school level that included (1) directive requestive speech acts (asking, begging, pleading, pressing, inviting, praying, inviting, encouraging), (2) directive speech acts questions (asking, inquiry, interrogating), (3) directive speech acts requirements (commanding, wanting, commanding, demanding, dictating, directing, instructing, delivering, requiring), (4) directive speech acts prohibitives (forbid, limit), (5) directive speech acts permissive (approve, allow, authorize, grant, grant, allow, allow, release, forgive, allow), and (6) directive speech acts advisories (advise, warn, counsel, suggest, suggest, encourage).

The form of motivating directive speech act in post-online Indonesian language learning differs from research conducted before the Covid-19 pandemic. The difference in the form of speech in post-online is that teachers give praise as often as possible so that students are enthusiastic about learning. The teacher provides compliments when students can answer questions, remember the material studied the previous week, and complete the teacher's statement when explaining folklore. If students are actively studying again in class, the teacher's motivational speech for post-online learning is not commanding, interrogating, criticizing, complaining, prohibiting, or sarcastic. This differs from previous research describing this condition (Astuti, 2018; Mualimah et al., 2021; Sasmaya et al., 2019; Sugiharto et al., 2022).

### Motivating Directive Speech Act in Learning

Teachers more often initiate communication in learning because they are the learning controllers. Language as a medium for communication is chosen by the teacher as effectively as possible so that they can achieve the learning outcomes. In communicating, teachers can use language verbally and non-verbally (Wicaksono, 2016). Verbal communication, in the form of words, are abstract symbols that people create with an agreement and give certain meanings to the symbols used. Nonverbal communication is messages expressed not through linguistic means. Characteristics and features of nonverbal communication: a) Nonverbal communication transmits feelings, b) Nonverbal communication has multiple meanings, c) Much of nonverbal communication is culture-bound, and d) Nonverbal communication has many functions. Because non-verbal use gives rise to many meanings and is tied to customs that apply to the local community, motivating directive speech acts are usually rarely carried out.

Hal ini juga terlihat dari hasil analisis data dalam video pembelajaran bahasa Indonesia bahwa penggunaan komunikasi verbal, yang dengan menggunakan kata-kata lebih sering digunakan, baik yang menyatakan pujian, mengingatkan, memastikan, terlebih mengajak siswa untuk melakukan sesuatu. (Marizal et al., 2021) mengemukakan bahwa tindak tutur direktif dalam pembelajaran dinyatakan secara langsung, baik untuk memerintah, melarang, menyarankan, menanya, dan mengajak. Tindak tutur dengan strategi langsung (*direct strategy*) mudah dipahami siswa maksud pesan yang disampaikan guru. Sebaliknya tindak tutur tidak langsung, dilakukan guru apabila untuk hal-hal yang kurang berkenan seperti membandingkan, mencela atau yang mengandung unsur ironi. Berikut tindak tutur direktif memotivasi dengan menggunakan strategi langsung.

This can also be seen from the results of data analysis in Indonesian language learning videos that the use of verbal communication, which uses words more often, whether expressing praise, reminding, ensuring, especially inviting students to do something. Marizal et al., (2021) found that directive speech acts in learning are expressed directly: to command, prohibit, suggest, ask, or invite. Speech acts with direct strategies make it easy for students to understand the meaning of the teacher's message. On the other hand, indirect speech acts are carried out by teachers when it is about unpleasant things, such as comparing, criticizing or containing elements of irony. The following is a motivating directive speech act using direct strategies.

**Table 2**  
**Motivating Directive Speech Act Strategy in Learning**

Speech Act Strategy	Speech Act Form	Remarks
Directly	<i>Nah, kalian harus mencoba di rumah untuk mempraktekkan membuat tape. Boleh dibantu oleh orang tua dan hasilnya nanti akan kalian tuliskan</i> (All right. <b>You must try</b> to make some <i>tape</i> at home. You can ask your parents to help you, and please write the result)	The teacher asks students to do experiments at home.
	<i>Silakan siapa yang masih mengingat pelajaran minggu lalu? Coba diingat-ingat, materi apa yang ibu berikan yang terkait dengan pelajaran kali ini.</i> (Who still remembers last week's lesson? <b>Try to remember</b> what materials are related to today's material)	The teacher asks students to remember the material that has been given previously.
	<b>Ibu yakin kalian pasti dapat menentukan ciri kebahasaan teks persuasif.</b> ( <b>I am sure you can determine</b> the linguistic features of persuasive text)	The teacher ensures that students can identify linguistic elements.
	<b>Sekarang kalian buka buku hal 29, baca dengan baik.</b> <i>Nah kalian dan tentang teks fantasi</i> ( <b>Now, please open your book page 29, and read it carefully.</b> Well, you will learn about the fictional story)	The teacher asks students to read the material in the book.
	<b>Kalian hendaknya menjenguk teman yang sakit dan memotivasi segera sembuh agar dapat belajar kembali</b> (You should visit friends who are sick and motivate them to get well soon so they can study again)	The teacher suggests students visit their friends who are sick.
	<i>Semua dalam keadaan siap ya.. Hari ini kita akan belajar tentang teks fabel,</i> (Is everyone ready? Today, we will study about fable)	The teacher asks students to be ready to study.
	<i>Apa cerita fabel? Acungkan tangan, yang tahu!</i> (What is a fable? <b>Please up your hand!</b> )	The teacher asks students to raise their hands when answering questions.
	<b>Betul! Beri tepuk tangan buat Selly yang menjawab dengan benar</b> (Correct! Give applause to Selly, who has answered the questions correctly)	The teacher praises students who can answer questions correctly and simultaneously asks their friends to give applause.

In the post-covid-19 pandemic, Indonesian language learning strategies implemented offline require teacher and student adjustments. For this reason, direct communication is an effective way to understand students' understanding of the material being taught. This is different from foreign language teachers. Teachers use various media and resources to facilitate language learning so that it takes place interactively and achieves learning objectives, such as using Neuro-Linguistic Programming (NLP) (Purnama et al., 2023). The role of context in second language (L2) learning does not explore motivation, so it is followed up to develop multilingual learning (Hennebry-Leung et al., 2023).

The strategy of using directive speech acts directly in learning by teachers to students also occurs with doctors. Doctors tend to use direct directive speech acts characterized by an imperative mode so that the suggestions conveyed are easily understood by the public or patients so that they are finally willing to do it (Nugroho, 2022; Sumarsih, 2018).

### Student Responses Towards Teachers' Motivating Directive Speech Acts

In learning, teachers generally involve students actively. For this reason, teachers open learning with enthusiasm, take attendance of students, provide learning reinforcement, deliver interesting materials, explain coherently, conduct questions and answers, and engage students to carry out joint activities/discussions and provide positive responses to the results of student work. The seven videos analyzed depict the structure of teaching and learning activities, which are relatively the same, namely (1) opening the lesson with greetings, praying, taking attendance of students, providing apperception, and conveying the objectives and topics of the day's lesson; (2) carrying out learning, the nature of which is different from one teacher to another. In implementing learning, some use technology-based learning media such as PowerPoint and videos; some use textbooks and discussion activities; and some only ask questions and answers about the material being taught; and (3) in closing, the teacher concludes, reflects, assigns, and presents upcoming material. This is the same as the function of directive speech acts found Astuti (2018) in Indonesian language learning interactions, namely requesting, inviting, asking, interrogating, wanting, demanding, directing, instructing, wanting, demanding, directing, requiring, prohibiting, limiting, agreeing, granting, , forgive, allow, suggest, advise. Almost all language functions are present in teacher communication in learning because it is intended to educate students.

During the learning process, interaction between teachers and students always occurs through greetings, attendance checking, questions, assignments, discussions, reinforcements, praises, encouragement, etc. The speech acts that occur in learning are directive but also assertive and expressive. However, this study places more emphasis on teachers' directive actions to motivate student learning in class. Students always respond to the teacher's speech acts according to the communication context, such as answering questions, taking actions according to the meaning of the speech, smiling, and being happy when they receive praise. For this reason, students' responses to the teacher's speech acts in learning are very varied. Likewise, students' responses to directive speech acts motivating teachers in learning really depend on the teacher's directive acts.

This research found that students expressed the teacher's motivating directive speech acts as (1) agreement and (2) action. The students expressed approval responses in verbal form, namely agreeing to the teacher's positive statements, such as "that's right", "yes ma'am", confirming the students' abilities, and answering the teacher's questions. The responses are in the form of actions as intended by the speech, such as watching videos, reading books, doing assignments, clapping, and raising hands. The context of communication greatly determines students' responses in responding to speech. This follows the direct directive speech act strategy in learning, which can move students quickly. The context of speech in the act of sequence aspect and norms of interaction in learning become general patterns in learning interactions (Widiasri, 2022). Learning by utilizing IT-based media also entertains students and helps them focus on learning (Koh & Ahn, 2023). The following are student responses and teacher speech data Table 3.

**Table 3**  
**Students Responses Toward Teacher's Motivating Directive Speech Acts**

Students' Response	Students' Speech Act Data	Remarks
Agreement	<b>Ya, Bu. Saya bisa.</b> <b>Yes, ma'am. I can do it.</b>	The student's verbal response is in the form of an agreement.
	<i>Apakah jawaban Ukab benar, anak-anak?</i> ( <i>respon siswa: Benar, Bu</i> ) (Is Ukab's answer correct, students?) (Students' response: Yes, ma'am)	The students' responses confirmed the teacher's statement
	<i>Temammu menjawab, struktur teks fabel ada empat, orientasi, komplikasi, resolusi dan coda. Apakah betul?</i> <i>Respon siswa: "Betul" (secara serempak)</i> (Your friend answered that the structure of fable text consists of orientation, complication, resolution, and coda. Is that correct?) (Students' response: "Correct!" (together))	Students simultaneously answered 'correct' to the teacher's question.
Action	<i>(siswa melakukan pratek membuat tape di rumah dan menuliskan basil laporannya)</i> (Students practice making <i>tape</i> at home and write down the results of their reports)	Students' response to the action of practicing making <i>tape</i>
	<b>Marilah anak-anak untuk meningkatkan semangat belajar kita pada pagi ini, kita anali pembelajaran dengan menyanyikan lagu Maju Tak Gentar</b> ( <b>Let's sing Maju Tak Gentar to begin our lesson</b> )	Students' response to singing Maju Tak Gentar song together
	<i>Agar kita bersemangat belajar, mari kita lakukan Tepuk Belajar Pancasila</i> ( <i>To light this up, let's do Tepuk Belajar Pancasila</i> )	The students' response was to clap Learn Pancasila
	<i>Silakan acungkan tangan untuk menjawab</i> ( <b>Please raise your hand to answer the question</b> ) <b>Berikan tepuk tangan pada Selly</b> ( <b>Please give applause to Selly</b> )	The teacher asked the students to applaud Selly, who answered correctly.

Based on the data above, the responses made by students contradict the teacher's statements, requests, or stimulation. Generally, students' responses that come from outside themselves to do something are considered to have a lower level of motivation than student responses or actions that come from within themselves. Teachers do this when participating in Mandarin learning training, which is based on external motivation (Peng, 2023).

Students' responses to teacher motivation through directive speech acts vary. Teacher's motivation in learning is an absolute thing because it can increase students' learning motivation (Arianti, 2023; Rumhadi, 2017; Solihat et al., 2022). In the field of work, providing motivation can essentially improve employee performance (Kurniasari, 2018). Students' responses to the teacher's motivating directive actions are carried out with actions according to the teacher's intentions. This cannot be separated from the teacher's clear use of language and students' learning readiness. This is in line with (Sumarti, 2016; Wicaksono, 2016) who state that language is a media tool for conveying the meaning of speech, especially in learning. In learning, it also often happens that students do not respond to teacher directives. There are many reasons why students do not participate in learning, such as students' unpreparedness, teachers not praising enough, teachers criticizing too much, and a lack of close relationships between teachers and students (Risanatul & Junaidi, 2022).

## CONCLUSION

Teachers' motivating directive speech acts in post-online Indonesian language learning are expressed as encouraging students to learn, such as saying hopes, goals, confirmations, reminders, invitations, praises, and enforcement. However, enforcement speech is only to make students try or practice. The speech acts used by the teacher express the hope that students will be enthusiastic about learning again, prepare themselves well, and ensure that they are fine.

In post-online learning, communication strategies are often carried out directly. This is intended to make students understand the teacher's explanation effectively; statements containing implicatures and ambiguous intentions are no longer used. Also, clear, straightforward, and systematically organized communication makes students respond well. Students take part in quite interactive and communicative learning. The students cooperate with the teacher's motivating speech acts during learning. The teacher tries to activate it with various activities expressed by invitation, hope, confirmation, and reminder, while students' responsible behaviors are represented by action or agreement responses.

The forms of directive speech acts and motivating speech strategies in post-online Indonesian language learning are used by teachers as learning models in encouraging students in certain conditions. Teachers try to embrace, invite, and motivate students to learn after studying from home (online) for some time, which lacks direct interaction and communication.

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