

Directive Speech Acts of Teacher and Students in Online Teaching Learning Interactions at SMP Ignatius Global School Palembang

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Abstract

Purpose: This research aimed to discuss the form and function of the directive speech acts of teacher and students in online teaching and learning interactions at SMP Ignatius Global School (IGS) Palembang.

Methodology: The method used was descriptive qualitative, and the data source contained directive speech acts of teacher and students in online teaching at SMP IGS.

Results: Based on the results, there were forms and functions of teacher and students' directive speech acts. Furthermore, transactions were found in the discourse of classroom interactions. The forms of teacher directive speech acts in online teaching and learning interactions were requestives, questions, requirements, prohibitives, permissive, and advisories. Meanwhile, the forms of students' directive speech acts are requestives, questions, and advisories.

Limitations: This research is limited to discussing only the directive speech acts of teacher and students in teaching and learning interactions.

Contribution: This research can contribute to the interaction of students and teacher regarding the directive speech acts in online teaching and learning interactions.

Keywords: *Speech acts, directive speech acts*

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1. Introduction

The world is experiencing the Corona Virus Diseases 2019 (Covid-19) pandemic, which has greatly affected humans as social beings in contact with others through direct or indirect communication. However, the Indonesian government has imposed strict regional restrictions or physical and social distancing since the pandemic. This is regulated in law number 6 of 2018 concerning Health Quarantine. Following article 79, health quarantine is carried out to prevent and eradicate the entry and exit of diseases along with health risks that can cause public emergencies (2018).

This regulation is reinforced by Government Regulation of Indonesia Number 21 of 2020 concerning Large-Scale Social Restrictions in the Context of Accelerating the Management of Corona Virus Disease 2019 (Covid-19). An appeal was conveyed to the Indonesian people to conduct restrictions with this regulation. Restrictions are at least carried out through closing schools and workplaces, and limiting religious activities, in public places or facilities (2020). Therefore, the Indonesian people restrict activities such as working, studying, and worshipping from home. Some flexibility is certainly needed by academia to promote and adapt virtual education and activities to the current situation (Yusuf, Olajide-Yusuf, & Olajide, 2022).

There is certainly an appeal for schools to be closed, but learning activities will continue. Teaching and learning activities can be conducted from home through online methods. Some flexibility is also needed by academia to promote and adapt virtual education and activities to the current situation (Amiri, Khademi, Khafri, Akbari, & Jangjoo, 2022). As a result, online learning is one way that can be used to support learning activities during the pandemic. This is performed through supporting applications such as Zoom Meeting and Google Classroom. The platforms are the best option for saving students from the collapse of academia during the pandemic situation. Even though this online method has some problems, it can improve the education system (Hossain & Yasmin, 2022). However, digital screens with set limits should stop the interchange of symbols when using programs such as Zoom for online learning. This condition makes every symbol convey the possibility of not being interpreted equally due to the limitations of digital space. Therefore, it is difficult for teacher and students to send verbal and nonverbal symbols. The meaning of these different symbols can lead to failure in understanding students' learning (Nadila, 2021).

The meaning of the verbal and nonverbal symbols is related to the interaction between teacher and students. The problem with the meaning of these symbols can be successful depending on class management when online teaching and learning interactions occur. Successful classroom management can be realized when teachers are skilled in managing interactions. These interactions are communication activities in learning (Prasetyo, 2018). Therefore, teacher should understand students' problems based on their abilities and try to motivate them to meet expectations (Farooqi, 2022).

According to Mulyani (2017), directive speech acts are an important part of communication at school. Mulyani relates to the school's mission, and when related to the mission of the Ignatius Global School (IGS) Palembang, namely Virtue, it is formed through Character Building. The effort to realize the mission is to develop exemplary attitudes and behavior in speech acts. This includes directive speech acts that prioritize politeness and the principle of cooperation in communication (Mulyani). Furthermore, Prayitno (2011) in Nababan (2012) explained that language activities should conduct the principle of politeness in the directive speech of the teaching and learning process. This is realized through the language of asking and ordering. Commanding language acts are typologies of speech acts ordering, asking, expecting, begging, inviting, advising, and forbidding. The teacher is important in teaching and learning interactions when directive speech is related to achieving learning objectives. Students can achieve maximum understanding and absorption when speech acts are effectively used (Mujiyanto, 2015).

Teacher-directive speech acts should be as effective as possible to achieve the objectives of learning interaction in class. The effectiveness of teacher speech acts, including directive speech, is important because the class is potentially a place where students can learn and practice skills to improve their communicative abilities (Ardianto, 2013).

Directive speech acts have an important role in teaching and learning interactions. Teacher can motivate, give work instructions, advice, direct, and evaluate with directive speech acts. These speech acts are still relevant to learning based on the 2013 curriculum. The concept of the 2013 curriculum is indeed oriented towards the role of students in teaching-learning interaction activities. However, teacher is needed to motivate, give instructions, and evaluate the learning activities (Prasetyo, R. I., 2018).

From the description above, there are various types of directive speech acts in teaching and learning interactions, which is an attraction to examine the kinds. Research on this topic has an interesting view to explain the types of directive speech acts during online teaching and learning interactions.

The discrepancy is in bold learning, where the interaction is limited by digital space, causing problems in obtaining verbal and nonverbal information. Therefore, this research is expected to carry out directive speech acts teacher and students use in bold teaching and learning interactions. From the description above, the problem is regarding the form and function of teacher and students' directive speech acts in online teaching and learning interactions at SMP IGS Palembang.

2. Literature Review

Yuliantoro (2020) argued that pragmatics is a language used by the speaker addressed to the speech partner in certain situations and contexts to catch the meaning conveyed. Furthermore, it refers to the study of language use based on context, which is the situation or background of communication. Context can be considered the cause and reason for a conversation or dialogue. Everything related to speech, meaning, intent, or information, depends on the context behind the event (adnan, 2005).

Pragmatics is the study of the ability of language users to associate sentences with appropriate contexts. It focuses more on the study of language, which cannot be separated from the context underlying the use of speech (Pujiati, 2021), as the pragmatic aspect. According to Austin (1962), speech acts convey meaning through speech, and Suhartono (2020) stated that speaking acts include teaching, researching, painting, driving, selling, buying, and shopping. Meanwhile, the act of silence involves staying motionless or not saying anything. This illustrates that speech acts activities are several types of behavior in interactions.

According to Searle Wijana and Rohmadi (2010), speech acts can be classified into three types, namely locutionary, illocutionary, and perlocutionary. According to Leech (1983) in Suhartono (2020), illocutionary acts are the speaker conveying intentions through utterances. These are the center of attention in speech act theory. Yuliantoro, A (2020) argued that illocutionary acts provide information, offers, attention, and efforts, with several meanings. Meanwhile, perlocutionary acts are the speaker conveying utterances with the power to influence and clarify (Suhartono, 2020).

As reported by Searle (1969) in Leech (1983), illocutionary speech acts are classified into (1) assertive, (2) directives, (3) commissives, (4) expressive, and (5) declarations (Oka, 1993 in (Sulistyo, 2013). Ibrahim (1993) defined directive speech as expressing the speaker's attitude towards the act to be performed by the partner. Ibrahim (1993) further classified the directive speech acts into requestives, questions, requirements, prohibitives, permissive, and advisories.

Requestives express the speaker's wishes or expectations, allowing the partner to respond to the wishes that express this as a reason to act (Sari, 2017). The request act functions are asking, begging, pressing, inviting, praying, and pushing. The following is an example of a directive speech act with a request function. Ibrahim (1993) stated that a question is a request in a special case, where the speech partner gives the speaker certain information. Act functions included in the prohibition are prohibiting and limiting. The following is an example of a directive speech act with a prohibitive function. Giving permission expresses the speaker's beliefs and intentions, and the speech contains sufficient reasons for the listener to feel free to take certain actions. Ibrahim (1993) reported that suggestions are included in the form of advice, namely advising, warning, counseling, proposing, suggesting, and encouraging. Therefore, the speaker expresses that the belief of taking the action is in the interest of the speech partner. Act functions in advice are advising, warning, counseling, proposing, suggesting, and promoting.

3. Methodology

The research design used was a qualitative descriptive method. Qualitative research an emphasis on processes and meanings that are not studied rigorously or measured, emphasizing the socially constructed nature of reality, the close relationship between the researched and the research, the pressure of the situation around the investigation, is value-laden, highlighting how social experience emerges as well as the acquisition of meaning (Hardani et al., 2020) to improve data analysis. This step aimed to describe the characteristics of the research sample (Sulistio & Hutagalung, 2022).

The source of data was teacher and students in online teaching and learning interaction events for Indonesian language subjects in Class VII of SMP IGS. The data used were speech acts containing directive speech acts of teacher and students, as well as utterances containing discourse transactions in online teaching and learning interactions at the school.

Class VII students who were the research subject consisted of VII C and VII H, totaling 30 students of 17 girls and 13 boys, and 25 of 13 girls and 12 boys, respectively. In this case, teacher named Nidya Ramadianti, S.Pd, was also the subject of research. The data can be obtained from the interaction of teacher and students in online teaching and learning activities.

Data collection was conducted online using Zoom application from January 19th, 2022, to February 11th, 2022. The total data obtained was 10 recordings, with 40 minutes for each online teaching and learning interaction through Zoom.

The intralingual equivalent and triangulation techniques were used in the data analysis. The analytical technique of intralingual equivalent connected lingual elements in several languages (Mahsun, 1991). This technique could connect and compare the utterances used in online teaching and learning interactions. Furthermore, Hardani et al. (2020) reported that data could be collected by triangulation to verify credibility using various techniques and sources. Technical triangulation involved the use of different collection techniques to obtain data from the same source.

4. Results and Discussions

Based on data analysis, the directive speech acts of teacher and students in online teaching and learning interactions at SMP IGS are requests, questions, requirements, prohibitions, permits, and advisories, according to Ibrahim (1993). The directive teacher speech acts are 183 utterance data with various forms and functions. First, the directive function of requestives amounts to 46 speech data with details of asking, requesting, pressing, praying, inviting, and promoting for 12, 2, 5, 2, 12, and 13 utterances, respectively. The function of the directive speech act of requestives does not appear in the act of inviting. Second, the 74 data utterances include 62, 9, and 3 for asking, requesting, and interrogating, respectively. Third, the function of directive speech act requirements is 27 utterances with details of ordering, requiring, regulating, demanding, and directing for 6, 4, 4, 1, and 12 utterances, respectively. The requirements that do not appear are the acts of commanding, dictating, instructing, and requiring. The four functions of the directive prohibitive speech act amount to 10 data with acts of prohibiting and limiting for 9 and 1 utterance. The five functions of granting permissive appear to amount to 15 speech data with details of allowing, authorizing, allowing, and forgiving for 5, 3, 4, and 3 utterances, respectively. The directive speech acts of granting permissive that do not appear are approving, conferring, proposing, letting, releasing, and allowing. Finally, the directive advisory speech acts that appear are 11 utterances data with details of acts of advising 2 utterances, warning 5 utterances, suggesting 3 utterances, and promoting for 2, 5, 3, and 1 utterance, respectively. Furthermore, the function of the directive speech act of advisory, which does not appear, is counseling.

While the directive speech acts of students that appear amounted to 33 data, only three proposed by Ibrahim (1993) appear with several functions, namely requests, questions, and advisories. The following are the details, first, the function of requestives that appear amounts to 8 speech data with details of the acts of asking for 7 utterances and begging. The functions that do not appear are pressing, inviting, praying, and promoting. Second, the function of directive speech act questions that appear amounts to 24 utterance data with details of the act of asking for 23 and 1 utterance. The function that does not appear is the act of interrogating. The directive speech acts of advisory that appear is 1 utterance with a warning function. Meanwhile, advising, counseling, proposing, suggesting, and promoting do not appear. The presentation of research results can be seen in the following description.

4.1 Forms and Functions of Teacher Directive Speech Acts

4.1.1 Requestives

In a formal setting, a directive speech act with a request function is an act that is expressed through an utterance. The speaker expresses a wish, namely a request, with the intention that the said partner performs the desired act.

Teacher: Alaya, **please remind friends in the group to do a quiz later.**

Student: Yes, Miss.

The speech occurs when the speaker has finished explaining the learning material and continues with the quiz. The student is asked to take a quiz. Teacher intends the student to assist in reminding the other group members to complete the quiz. The utterance is a request directive speech act with the function of asking. The function of asking is found in a speech to *remind friends in the group to do a quiz later*. Meanwhile, the speech *reminds friends in the group to do a quiz later*, which is a request for help. The student responds, “Yes, Miss”, indicating their willingness to comply with the request. Overall, the speaker expresses a desire, in this case, a request, with the intention that the listener performs the desired act.

4.1.2 Question

Ibrahim (1993) stated that a question is a request in a special case, specifically because what is requested gives the speaker certain information. The function of the directive speech act of the question is the speaker’s act to express the desire, intent, or purpose that the proposition is true or not. The following is an example of a teacher’s use of a directive speech act with a questioning function during an online teaching and learning interaction at SMP IGS. Teacher explains the meaning of a Panji Poem and its relation to the situation in the palace and its stories. The students are then asked, “Do you understand the types of poetry?” This utterance is an example of a question-directive speech act with the function of seeking information. This attempts to determine when students have understood the material being discussed. Students respond, “Understand, Miss”, indicating that they have understood the material. This exchange confirms the understanding of the material and allows teacher to gauge the effectiveness of the instruction.

4.1.3 Requirements

In a request, the speaker expresses the intention for the speech partner to respond with an act based on the wishes expressed. In a command, the speaker intends for the partner to respond with act based solely on the speech. An example is teacher’s directive speech during online teaching and learning interactions.

Teacher: There are two examples of poetry. **Try to pay attention to reading the poem first, then decide which poetry is new and which is old!** Miss, I want to ask, Em. Who is it? Miss wants to ask Weren. Hello, Weren. What is the poem for the one in the green box? Old or new poetry?

The student: Old.

The speech occurs when the speaker explains the learning material, and the student is asked to determine a new and an old poem from the example provided. The utterance is included in the form of a command directive speech act with the function of commanding. The function of commanding is the utterance conveyed by the speaker, namely *Try to pay attention to reading the poem first, then decide which poetry is new and which is old poetry!*

The purpose of the utterance is that the speaker orders the student to pay attention to the examples and distinguish between new and old poetry. An utterance is a form of expression in the learning process, permitting the student to respond to the wishes expressed by the speaker as a form of reason for act. From this speech, the student responds with “Old” speech. From the response, the speaker obtains the attitude as an answer.

4.1.4 Prohibitives

According to Ibrahim (1993), prohibitions are included in prohibitive directives, which means orders preventing the partner from committing an act. Directive speech acts with the function of prohibitions are spoken with the intention that the student does not commit something. The following is an example of the function that appears during online teaching and learning interactions.

Student: Maybe because I read that.

Student: Yes, Miss, the reading tone is Miss.

Teacher: Why? Yes, **do not make it up.**

Meanwhile, when you read the poem later, you will learn a new one in the eighth grade, okay?

The speech occurs when the speaker explains the learning material about poetry to the student. The utterance is included in a prohibitive directive speech act with a prohibition function in the utterances conveyed by the speaker, namely *do not make it up*. The utterance intends that the speaker forbids by ordering the student not to read the poem in an exaggerated tone. The speaker uses the utterance “Do not” to prohibit the student from doing the prohibition.

4.1.5 Permissives

Permissives express the speaker’s beliefs and intentions, which contains sufficient reasons for the listener to feel free to take certain acts. The following is an example of the directive speech act function of giving teacher permissions during online teaching and learning interactions.

Student: My internet is rather bad, and the outside is noisy. Therefore, can I turn off the camera or not?

Teacher: **Yes, you can.**

Student: Thank you, Miss.

The speech occurs when the speaker permits the student who asks permission to turn off the camera during the lesson. The utterance is included in a directive speech act granting permission with the function of allowing. The function is found in the speech delivered by the speaker, namely *Yes, you can*. The purpose of this utterance is that the speaker permits by allowing the students who ask permission to turn off the camera while the lesson takes place because the internet is not good. The utterance “may” is used to express the beliefs and intentions of the speaker.

4.1.6 Advisories

In the directive speech acts, the advice expressed is not the wish that the student performs a certain act. However, the belief of acting is in the student's interest. The speaker also expresses the intention that the student takes belief about the speech as a reason to act (Ibrahim, 1993). The following is an example of the function of directive teacher advice speech acts that appear during online teaching and learning interactions.

Teacher: Oh, that is it. Some prefer online, and others prefer to go offline to meet others. Let’s be motivated. It is okay. **But, the important thing is wherever you are, stay healthy. Do not forget to wash your hands or wear a mask. Okay?**

The speech occurs when the speaker opens the class and asks about the hybrid learning of the student. The utterance is a directive speech act of advice with a warning function conveyed by the speaker, namely *the important thing is wherever you are, stay healthy. Do not forget to wash your hands or wear a mask. Okay?*

The speaker uttered this speech to warn students to maintain health during a pandemic and to implement good protocols by not forgetting to wash hands and wear a mask. The speech expressed not the wish of students to perform a certain act but the feeling that following the speaker's intention is good. In this case, the speaker advises students to maintain health and apply health protocols in both distance and face-to-face learning.

4.2 Forms and Functions of Students’ Directive Speech Acts

4.2.1 Requisites

A directive speech act with a request function is an act that shows in uttering an utterance, in this case, the speaker begs the requester to act according to the act. The speaker expresses a wish, namely a request, with the intention that the partner performs the speaker’s desired act. The following is an example of the directive function of student requests that appear during online teaching and learning interactions.

Teacher: Does anyone know what poetry is, in your opinion?

Student: **Permission to rejoin Miss lags.**

Teacher: Oh, okay. Think about Albert's answer.

The speech occurs when the speaker (student) asks permission from the student (teacher) during the lesson. The utterance is a request directive speech act with the function of asking found in *permission to rejoin Miss lags*. This speech asks permission for the student to exit and re-enter zoom due to an error. Furthermore, the speaker uses the utterance to ask permission from the student. A wish is expressed as a request with the intention that the student permits the speaker through the utterance "Oh, okay," which means the speaker is allowed to leave and re-enter the zoom.

4.2.2 Question

Ibrahim (1993) stated that the question is a request in a special case, where the speech partner gives the speaker certain information. The following is an example during online teaching and learning interactions.

Student: **Miss, the poem is work, right, Miss?**

Teacher: That is right, work. But I do not think the sentence is finished yet.

Student: Literary work.

Teacher: Yes, literature is also right. Therefore, all the answers are correct.

The speech occurs when the speaker asks students during the lesson. The utterance is a question-directive speech act with the function of asking found in the speech delivered by the speaker, namely *Miss, the poem is work, right, Miss?* The utterance function is to ask the student and the speaker hopes for the right answer. The response to the question presented by the statement, "Yes, work. The student's "Yes" response aims to confirm that what the speaker has asked is accurate. The speaker also comprehends and obtains knowledge from the student based on this utterance.

4.2.3 Advisories

In directive speech acts, the speaker expresses their belief that an act is in the listener's best interest to perform a certain act. An example of this can be seen in a conversation between a student and teacher during an online class.

Student: **Miss, Miss voice is small.**

Teacher: Ah, there is always a voice report from little Miss Nidya when she enters Class VII H. I wonder why? What now?

Student: **Too slow Miss speaking.**

Teacher: Now what?

Student: Already Miss, already big.

Teacher: Okay, you are big.

The speech occurs when the speaker feels that the voice issued by the student while explaining the learning material is too small. The utterance is a directive speech act of advice with a warning function conveyed by the speaker, namely *Miss, Miss voice is small* and *Too slow Miss speaking*. The speaker utters this utterance to warn the student when the sound produced is small. The speaker also conveys that the student is speaking too slowly, and the sound produced is unclear. The speech expresses the desire of the speaker that the student can take certain acts to justify the sound issued. In this case, the student regulates the sound issued by confirming to the speaker until it is heard again. The utterance "Already Miss, already big" states that the speaker can hear the student's voice clearly because the sound is already loud.

5. Conclusion

5.1 Conclusion

Based on the analysis and discussion results, the following conclusions can be drawn.

The teacher directive speech act in online teaching and learning interactions at SMP IGS Palembang are six forms with several functions, namely:

1. Directive speech acts of requests with functions of asking, begging, pressing, praying, inviting, and pushing.
2. Directive speech acts of questions with functions of asking, inquiring, and interrogating.

3. Directive command speech acts with the functions of commanding, wanting, regulating, demanding, and directing.
4. The directive speech act of prohibition with the function of prohibiting and limiting.
5. Directive speech acts of granting permission with the functions of allowing, authorizing, permitting, and forgiving.
6. Directive speech act of advice with the function of advising, warning, suggesting, and promoting.

The student directive speech acts in online teaching, and learning interactions are classified into six forms with several functions, namely:

1. The directive speech act of request with the functions of asking and begging.
2. The directive speech act of questioning with the function of asking and asking.
3. The speech act of directive advice with a warning function.

This research was limited to directive speech acts and required other analyses from the same or different sources. It was conducted when the Covid-19 pandemic cases fluctuated highly. Furthermore, the data could be different when the research had been performed after the cases had decreased and the teaching and learning process no longer used the online method.

For teacher, the use of directive speech acts in online and offline teaching and learning interactions should continue to be utilized. For students, directive speech acts need to be improved in teaching and learning interactions with the community. Meanwhile, well-structured interactions can be created through its maximum utilization. Directive speech acts can be analyzed by refining the object and depth of research, which will lead to a diverse range of contributions in the field of pragmatic research.

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