A Pragma-Dialectical Study as a Directive Speech Act Pattern of a Lecturer to the Students in an Online Learning

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This study aims to describe the patterns of directive speech acts of lecturers and students in online learning of Scientific Work courses. This research is a pragma-dialectical study using descriptive qualitative method. The research data are the utterances of lecturers and students of the Early Childhood Educator Teacher Education Study Program (PG-PAUD) of the Distance University in Borneo, Indonesia. All speakers are female with the age range of 25-40 years. Data were obtained from the online learning process using the Microsoft Teams in four webinar tutorial meetings. The data were collected using techniques of listening, note-taking, recording and screenshot. The results of the study found six patterns of directive speech acts contained in four critical discussions, namely requests, orders, questions, prohibitions, and persuasions, as well as invitations. The form of directive speech act patterns found is the most dominant pattern in speech. This form of speech pattern is widely used by speakers (lecturers) and speech partners (students) with the aim of testing students' understanding or reminding students.

Keywords: speech act pattern, directive, online learning, pragma-dialectical

INTRODUCTION

Communication is a process of delivering messages between speakers and speech partners with the same meaning as what is being communicated. The similarity of meaning between speakers and speech partners is very dependent on the context of the speech. In communicating, language is the most important means to convey ideas, thoughts, and intentions (Sumarlam, 2010). As the primary means of communication, language can also be used to express something to others, such as expressing interests or influencing others so that people can understand our desires (Naqqiyah, & Syahrotin, 2020).

The linguistic variations that occur in the college environment are very diverse. One of them is directive speech acts, which is a speech to influence speech partners to take action, for example to ask, to order, to beg and to advise. Communication carried out by speakers and speech partners cannot be separated from the context that underlies a conversation, in his case, the speech acts carried out by lecturers to students.

Speakers convey their expressions or ideas to speech partners with different attitudes (Sagone dan Indiana, 2022). This allows the emergence of various speech acts when interacting between lecturers and students. The action is in the form of directive speech acts such as ordering, proposing, pleading, and opposing. Another important element of communication is conversation, which can be formed in online learning situation. Therefore, a pragma-dialectically research of speech acts between lecturers and students is needed to solve the problem of speech acts in making decisions.

Speech acts are the language strategies of a person when conveying their arguments (Nuraini et al., 2020). Speech act theory provides a suitable instrument for dealing with verbal communication. Following pragma-dialectical principles, speech acts are directed to resolve differences of opinion. This theory is used in various stages of critical discussion to resolve differences of opinion. Based on the typology of speech, acts proposed by speech are part of the study of pragmatics. Pragmatics is a branch of linguistic unit science used in communication. Searle (2011) and van Eemeren et al. (2007) indicate which speech acts make a constructive contribution to resolving differences of opinion. This typology distinguishes five types of speech acts, some of which are important for critical discussion, while others are not directly but have a role in critical discussion (Bihari, 2012).

An utterance contains an action so it is called a speech act. To identify performative speech acts is done through indicators of illocutionary acts consisting of assertive, commissive, expressive, directive, and declarative speech acts (Searle, 2011, p.67). Speech acts in Pragma-dialectical studies place words and expressions in the context of interaction that aims to attract listeners or readers. The basic data of Pragma-dialectical is speech acts or a combination of speech acts. Speech acts have a role in each stage of critical discussion, which is explained as follows.

Directive speech act is used by speakers or writers to persuade listeners or readers to do something or give up something, such as requesting and prohibiting (Visser et al. 2011). The prototype of a directive speech act is a command, which requires a special position of the speaker or writer in relation to the listener or reader. Directive is spoken with the aim that the interlocutor follows the action as spoken by the speaker, this type of speech contains intentions such as, commanding, begging, ordering, advising, and recommending (Saifudin, 2019, p.8).

This research focuses on the communication between lecturers and students of the PG-PAUD Study Program at the Distance University of Borneo, Indonesia, in the Scientific Work Course. In this lecture, lecturers and students are involved in active discussions about writing techniques. Students must be able to make scientific papers as one of the graduation requirements. In addition, learning in the course is carried out in a hybrid learning, which is a combination of online tutorials through the e-learning platform and webinar tutorial meetings four times. The purpose of hybrid learning is to provide students with a better explanation of scientific work. Thus, lecturers and students engage in active discussions about scientific writing techniques that must be applied in writing scientific papers. Interesting to research is how the pattern and form of speech acts found in learning.

METHOD

This is a qualitative descriptive research emphasizing on quality or the most important aspect in a social symptom or phenomenon (Satori dan Komariah, 2017, p.22). A descriptive research is the one relying on the actual facts spoken by its users (Mahsun: 2012, p.3). This the purpose of the qualitative descriptive method is to seek, understand, and discover the meaning of a phenomenon and social symptoms in the form of a series of words and sentences. Its final result is a theory.

The research data are the utterances of lecturers to the students of the PG-PAUD at the Distance University of Borneo, Indonesia. All speakers are female with the age range of 25-40 years. The data were obtained from the online learning process using the Microsoft Teams application with four webinar tutorial meetings. The data analysis technique uses Pragma-dialectical analysis with a critical discussion model. This analysis model is suitable for analyzing data and achieving goals (van Eemeren, 2010; 2012). This concept is an ideal model of a theory of critical discussion (Kamariah et al., 2021). Critical discussion in pragma-dialectical studies consists of four stages of argumentation: the confrontation stage, opening stage,

argumentation stage, and closing stage (Svačinová, 2017: 43). The data analysis step in this study starts from the data processing process. Data were obtained from screen recordings. Spoken data was transcribed through the speech data transcription application (Speechnotes). After the data has been found, the next step is to identify and explain the findings. At this stage, it can be seen how a topic can bring up arguments and produce argumentation speech acts at each stage of critical discussion.

RESULTS

Speech act is a language strategy of a person when conveying his argument. Directives are speech acts used by lecturers to students to do or submit something, for example asking and forbidding. Based on Pragma-dialectical principle, speech acts are directed to resolve some opinion differences. The distribution of argumentative discourse patterns from directive speech acts is described in four stages of argumentation as follows.

TABLE 1
PATTERNS OF DIRECTIVE SPEECH ACTS IN THE FOUR STAGES OF ARGUMENTATION

Data Nr.	Stages	Statement
1.	Confrontation	Saya minta kalian semua menghidupkan videonya selama perkuliahan berlangsung. (I want you all to turn on the video).
2.		*Tolong saya harap semua dapat aktif dalam diskusi ini agar saya dapat memahami apa yang menjadi permasalahan Anda?* (Please I hope everyone can be active in this discussion so I can understand your problem?)
3.		*Saya mohon semua dapat memperhatikan penjelasan yang saya berikan karena ini sangat penting.* (I hope to you all to pay attention to my explanation because this is very important.)
4.	Opening	*Perbaiki sesuai dengan saran yang telah saya berikan dalam artikel Anda!* (Revise your articles according to the suggestions that I have written down there!)
5.		*Jangan lupa untuk mencatat apa yang saya sampaikan agar dapat diaplikasikan langsung ke dalam artikel!* (Don't forget to take notes on what I said so that it can be applied directly to the article!)
6.		*Jangan lupa untuk menuliskan abstrak pada tubuh artikel!* (Don't forget to write an abstract in the body of the article!)

| 7.		*Apa ada yang ingin ditanyakan mengenai struktur penulisan karya ilmiah?* (Is there anything you want to ask about the structure of writing scientific papers?)
8.		*Bagaimana sudah kelihatan materi yang saya tampilkan?* (Have you seen the material that I displayed?)
9.		*Apa ada kendala dalam penulisan abstrak?* (Are there any problems in writing abstracts?)
10.		*Apakah anda semua memahami mengenai struktur penulisan abstrak yang saya jelaskan minggu kemaren?* (Do you all understand the structure of the abstract writing that I explained last week?)
11.		*Iya bu sudah paham, tetapi saya masih belum memahami penempatan kata kunci.* (Yes, ma'am, I understand, but I still don't understand the placement of keywords.)
12.		*Pada pertemuan sebelumnya penjelasan saya sampai dimana ya?* (At the previous meeting, how far does my explanation go?)
13.	Argument	*Minggu depan saya harap tidak ada lagi mahasiswa yang belum memahami penulisan kata kunci!* (Next week, I hope there are no more students who don't understand how to write keywords!)
14.		*Dilarang keras melakukan plagiasi, karena syarat lulus mata kuliah ini adalah tingkat plagiasinya di bawah 30%.* (Plagiarism is strictly prohibited; it is because the requirement for passing this course is the similarity index below 30%.)
15.		*Siapa yang tidak mengikuti aturan baku penulisan Karir maka tidak akan lulus karena ini adalah mata kuliah persyaratan.* (Those who don't not follow the standard rules for Career writing will not graduate because this is a required course.)
16.		*Silakan untuk membuka mikrofonnya apabila ada yang ingin ditanyakan* (Please turn on the microphone if you have something to ask.)
17.		*Silakan tugasnya nanti dikumpulkan melalui e-learning pada kegiatan belajar 11* (Please submit the assignments later via e-learning in learning activity 11.)
18.		*Dipersilakan kepada Bunda Tri untuk dapat memaparkan artikelnya agar dapat kita bahas bersama dengan rekan lainnya pada pertemuan kali ini.* (Mrs Tri is welcome to present her article so that we can discuss together with other peers at this meeting)
19.		*Ayo coba sampaikan pendapat Anda mengenai judul yang saya tuliskan di layar.* (Come on, try to tell me what you think about the title I write on the screen.)
20.	Closing	*Mari kita cukupkan pertemuan tutorial webinar hari ini, saya harap Anda semua dapat lebih aktif pada pertemuan berikutnya.* (Let's finish today's webinar tutorial meeting, I hope you can be more active in the next meeting.)
21.		*Ayo secepatnya saya tunggu revisi tugas nya pada akun E-learning kegiatan belajar 11.* (Come on, finish it as soon as possible. I wait for the revision of the assignment on the E-learning account for learning activities 11.)

Confrontation Stage

The confrontation stage is the initial stage in critical discussion. At this stage a problem is presented to be discussed and solved together (van Eemeren, 2010, p.10). The speech act pattern found in the confrontation stage is in the form of a request.

The form of a directive request speech act is an utterance that aims to request and ask the speech partner to give something to become a reality as requested by the speaker. The request form shows that in uttering

an utterance, the speaker asks the speech partner to perform an action. The speaker expresses the desire and intention for the speech partner to carry out an action at the speaker's wish. The characteristics of the request are marked by the use of the words *minta* (to ask), *tolong* (please), *mohon* (to hope). The request can be seen in data (1) to data (3).

FIGURE 1
SPEECH ACT PATTERN FOUND IN THE CONFRONTATION STAGE

| to ask (utterance 1) | to please (utterance 2) | to hope (utterance 3) |
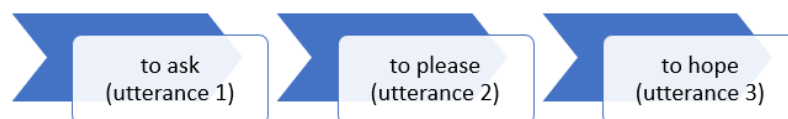
The utterance (1) was said by lecturer and students during online learning. In this speech, the speaker (lecturer) asked his speech partners (students) to turn on the video because the learning would start soon. The form of the utterance is the form of a request, realized by the lecturer using the verb *minta* (to ask).

The utterance (2) is also a request. It was conveyed by the lecturer to the students to encourage them to be active in the discussion. It is marked with the word *tolong* (please). The word indicates a request to do something. This means that students have to do it, as it has been asked by their lecturer.

A similar request is also identified in the data (3). It is marked by verb, *mohon* (to hope). Here, the lecturer asked her students to pay attention to the material that would be explained. This is very important. Thus, the students had to listen carefully to their lecturer.

The pattern of directive speech acts in the opening stage is marked by a form of request. They were spoken by the speaker (lecturer) to the speech partners (students). The requests here are identified in the words *minta* (to ask), *tolong* (please), and *mohon* (to hope). This speech pattern is used during the confrontation stage as a speech act which is most frequently used by the lecturer. This choice is taken to make her students to pay attention to her explanations.

Opening Stage

The opening stage, also known as the starting point, relates to the participant's commitment to the discussion rules (Betti & Ghadhab, 2020, p.31). The distribution of directive speech act patterns found is in the form of commands. Command is a speech that intends to order the speech partner to do something. The command form indicates that as a speaker produces an utterance, he his speech partner to perform an action. He sends an order, based on his higher position, compared to his interlocutors; he believes that they will do (at least part of) his instruction. The characteristics of the command include using an exclamation mark at the end of the sentence, high/rising intonation, using command words, for example *perbaiki* (revise it), *jangan* (don't), and *kerjakan* (do it). The commands can be seen in data (4) to data (6).

The pattern of directive speech acts found in the opening stage is marked by the form of command. It is addressed by the lecturer as a speaker to students, her speech partners. The utterances were intended to ask the students to work out their assignments in accordance with the suggestions given and revise the mistakes, then resubmit on time.

The speech is marked with the word *jangan* (don't) which means a prohibition for not to do something that is not supposed to be a form of command. In speech (5) the speaker (lecturer) gave orders to her speech partners (students) to record her explanation. The use of the phrase *jangan lupa* (don't forget) emphasized that this must be done in every online learning activity.

Data utterance (6) is also a form of command by using the prohibition sentence, *jangan lupa* (don't forget). The speaker (lecturer) emphasizes that students do not forget and always do the same thing in every activity. The imperative sentence with the prohibition tone can also be said as a request addressed by the speaker to the speech partner (student).

Based on an analysis of the pattern of directive speech acts in the opening stage, it is found that the most frequently used form of speech is imperative sentences, namely the words *perbaiki* (revise it) and *jangan lupa* (don't forget). This pattern was used by the lecturer as a speaker so that her speech partners would remember what to do before the material delivery.

Argumentation Stage

The argumentation stage (means and critics of argumentation) is related to the development of critical discussion Betti & Ghadhab (2020, p.32). The speech act patterns found were in the forms of a question, prohibition, and invitation. The form of the question implies that the speaker asks the speech partner to provide certain information. Based on its formal characteristics, the intonation pattern of interrogative sentences is marked with a question mark (?). Another characteristic is the use of interrogative words such as: *apa* (what), *di mana* (where), *kapan* (when), *mengapa* (why) and *bagaimana* (how). The form of the questions can be seen in data (7) to data (17).

The form of the directive speech act pattern found in data (7) is the form of a question. The form of the question is marked with the word *apa* (what). Apart from being a form of question, when examined more deeply, the sentence is actually an offer. The offer was about whether or not the students wanted to know more about scientific work.

In another, the speaker (lecturer) asked the student to make sure they can view the material she displayed. The question here is marked with the word of *bagaimana* (how to), which is not a true identifier for such a polar question. Without the word, *sudah kelihatan...?* (Have you seen…?), the sentence should have been clear enough for a confirmation like this. The speech data (8) in the quote above, is a form of question. The speaker (lecturer) asked whether the speech partner (student) could see the material displayed on the screen during online learning. The form of the question is marked with the word *bagaimana* (how to) which is a form of question used to ask about the situation of the display.

Speech data (9) in the quote above, is a form of question. The speaker (lecturer) asked whether students still had problems in writing abstracts. The speaker asked this because she still found some errors in the abstracts. Therefore, the lecturer asked the question. The question is also a form of elicitation so that the students would share their problems.

Speech data (10) in the quote above, is a form of question. The speaker (lecturer) asked why the student (speech partner) did not understand the structure of abstracts. The form of the question is marked with the word *apakah* (a polar interrogative question). By the question, she hoped that the speech partners could provide an appropriate response.

Speech (12) is characterized by the form of speech with a question tone. The question form used is the word *dimana* (where). The word refers to questions regarding the last topic had been done in the previous meeting. It is to check that the students still remembered the previous materials. This strategy is also intended to remind them to learn the materials in the previous meetings.

Another form of directive speech act found in the argumentation stage is a form of prohibition. Prohibition is an act of language that aims to make the speech partner not to do something. The form of prohibition is an act that shows that an utterance spoken by a speaker to prevent the speech partner from taking action. Its characteristics include the form of negative sentences beginning with the words *dilarang* (do not) and *tidak* (not).

The form of prohibition in data (13) is marked with the expression *tidak ada lagi* (no more). It refers to prevent a mistake which have been done repeatedly. This means the lecturer did not want the same thing happened again in the class. In this case, she wanted to encourage all the students to understand how to make keywords for an abstract.

Speech data (14) is also a prohibition. This is indicated by the word *dilarang* (it is forbidden) which is added with the word *keras* (strictly) which forms a warning utterance for not doing it. The warning contains a message that there will be sanction if they disobeyed the warning. Another similar data is the data (14), with a different marker. Here the form of prohibition is marked by the use of the word *tidak* (not). The word *tidak* (not) in the utterance occurs twice. The word *tidak mengikuti* (does not follow) will have an impact in the form of *tidak lulus* (will not pass). The word warning used in the data above emphasizes that students

had to follow the standard guidelines for Career writing if they wanted to graduate. In addition, by providing information that the course is a requirement, students were asked to pay attention to this warning.

Other forms of speech acts in the argumentation stage is the form of *persilaan* (invitation). This form is an imperative utterance by inviting the interlocutor to do something in a polite tone. The characteristics of the form of invitation are marked by the use of the words *silakan* (please), *dipersilakan* (welcome) and *kami persilakan* (we invite).

The speech (15) is marked by the use of the word *silakan* (please). It was used by the lecturer as a speaker to provide opportunities for speech partners or students to ask questions. With the invitation, it was expected that those in need to understand something would immediately ask their questions.

Another data (16) in the quote above, is also an invitation. The word used to mark is *silakan* (please). *Silakan* is used as a polite form of command. In this case it means that the students having completed their assignments were encouraged to submit immediately by uploading in the platform.

An invitation is also seen in data (17). It is proved by the word *dipersilakan* (be invited/welcome). With *dipersilakan*, the students will feel honored and respected in their presentation. Here, it was used to invite a student to present her paper.

The pattern of directive speech acts in the argumentation stage is marked by three forms of questions. They are questions, prohibitions, and invitation. The pattern of question words that frequently appear are *apa* (what), *bagaimana* (how), and *dimana* (where). The form of prohibition is marked with the words *dilarang* (prohibited) and *tidak* (not). Meanwhile, in the form of invitation, the directive speech act pattern is in the form of words of *persilahkan* (be invited) and *dipersilahkan* (be welcome).

Closing Stage

The closing stage (exchange results) is the end of a critical discussion which is the conclusion or final result of the discussion (Betti & Ghadhab, 2020, p.32). The pattern of directive speech acts in the closing stage is a form of invitation. The invitation form is used by the speaker to invite the speech partner to do something. The form of invitation is used by the speaker to order the interlocutor to do something according to what the speaker wants. The invitation form pattern is marked with the words *ayo* (come on), *bisa* (can), and *mari* (let's) as shown in data (18) to (20).

FIGURE 2
SPEECH ACT PATTERN FOUND IN THE CLOSING STAGE
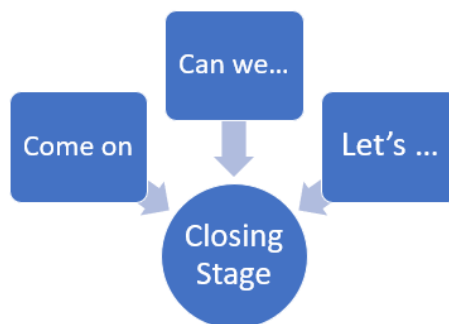
Speech data (18) is a pattern of invitation forms. The speaker (lecturer) invited the speech partners (students) to give their opinion regarding the title of the writing displayed in the picture. The invitation form is marked with the word *ayo* (come on). The word *ayo* (come on) is an invitation used as an encouragement for the students to follow.

Speech data (19) in the quote above, is a form of invitation. An invitation spoken by the speaker (lecturer) to the speech partner (student) to end the lecture. The invitation form is marked with the word *mari* (let's). The word *mari* (let's) was accompanied by *kita cukupkan pertemuan* (we close the meeting) indicates that the session will end soon.

The invitation form is marked with the word *ayo* (come on). The word *ayo* (come on) is used to invite. In data (20) the speaker (lecturer) invited his speech partner (student) to revise his writing quickly. The use of the word *ayo* (come on) refers to an invitation to do what is expected, namely by completing the task immediately through the e-learning platform.

The pattern of speech acts found in the closing stage refers to the pattern of invitation forms. The form of invitation at the closing stage is marked by the words *ayo* (come) and *mari* (let's). The use of these two words shows that in the closing stage the speaker (lecturer) has a role to invite his speech partners (students) to be able to interact and to complete the tasks in time.

DISCUSSION

Directives are speech acts used by speakers with the aim of trying to persuade their speech partners to do something or give something up, for example asking and forbidding (Visser et al. 2011). This is found in speech acts between the lecturer and their students in the learning situation. The pattern of directive speech acts found was divided into four stages of discussion and different forms were found. At the confrontation stage, the speech act patterns found are pragmatic devices in the form of commands marked by linguistic devices *minta* (ask), *tolong* (please), and *mohon* (hope). Pragmatic devices with speech patterns in the form of commands are also found in the opening stage. However, the linguistic expressions are different. Here, the verbs are identified like *perbaiki* (revise) and *jangan lupa* (don't forget). This finding supports another research (Putri et al.: 2019) which a command in an imperative structure. The form of commands using words *meminta* (asking), *tolong* (please), and *mohon* (hope) are used to ask in a polite manner. Thus, the speech partner voluntarily will to do what the speaker asks. While the utterances of commands with the words *perbaiki* (revise) and *jangan lupa* (don't forget) contain the meaning of expectation as a persuasion to the speech partners.

In the argumentation stage, three directive speech acts are identified. This pattern is a pragmatic device that often appears in the argumentation stage. The pattern is marked by questions, prohibitions, and invitation forms. The three patterns of pragmatic device have different linguistic expressions. In the form of questions, the linguistic markers are *apa* (what), *bagaimana* (how), and *dimana* (where). The forbidden form is marked by linguistic expressions of *dilarang* (prohibited) and *tidak* (not). Meanwhile, the invitation is marked with linguistic expression in the form of the word *persilahkan* (please) dan *dipersilahkan* (welcome). The last stage of discussion is closing, where the pragmatic tool found is a form of invitation pattern. It is characterized by the words *ayo* (come on) dan *mari* (let's). The findings complement another study (Elmita et al.: 2013), which concluded that the forms of questions and, prohibitions, welcoming (invitation), and invitation are used for reinforcing the utterances of speakers (a lecturer) to their speech partners (the student)—which is to make them to do the learning more seriously.

An utterance contains an action so it is called a speech act. To identify performative speech acts, it is carried out through indicators of illocutionary acts consisting of assertive, commissive, expressive, directive, and declarative speech acts (Searle, 2011, p.67). Speech acts in Pragma-dialectical studies place the words and expressions concerned in the context of interaction to attract listeners or readers. The Pragma-dialectical basic unit of analysis is speech acts, or their combination. Speech acts have a role in each stage of critical discussion. Their roles are described below.

Directives are speech acts used by speakers or writers to persuade listeners or readers to do something or give something, for example asking and forbidding (Visser et al. 2011). Its prototype is a command, which requires a special position of the speaker or writer in relation to the listener or reader. Directives are produced with the aim that the interlocutor follows the speaker's direction. This speech act contains intentions such as *memerintah* (asking), *memohon* (begging), *memesan* (ordering), *menasehati* (advising), and *merekomendasikan* (recommending) (Saifudin, 2019, p.8). Not all speech acts containing a direction have a constructive role in critical discussion. The constructive function of the speech act is to challenge an argument with a point of view, to defend a point of view, to ask for arguments from the opponent to support his point of view, or to ask for a definition, or an explanation of a statement from the opponent. Utterances with a tone like commands and prohibitions are basically prohibited in a critical discussion. In addition, the

party that has made the argument can only be challenged to argue his stance, while further challenges that could lead to conflict are not recommended.

CONCLUSION

Speech act is a person's language strategy in conveying his argument. Speech act theory provides a suitable instrument for dealing with verbal communication following the pragma-dialectical principle. The results show that directive speech acts are revealed in the four stages of critical discussion in the speech acts of lecturers and students. At the confrontation stage, the pattern of directive speech acts cover the forms of request; marked with the words *minta* (ask), *tolong* (please), and *mohon* (hope). In the opening stage, the pattern of directive speech acts is in the form of commands; marked with the word *perbaiki* (revise) and *jangan lupa* (don't forget). At the argumentation stage, three patterns of directive speech acts were found, i.e., the forms of questions; the words *apa* (what), *bagaimana* (how), and *dimana* (where). The form of prohibition is marked with the pattern of words *dilarang* (prohibited) and *tidak* (don't). Whereas in the form of welcoming-invitation, the directive speech act pattern is in the form of words of *persilahkan* (be invited) and *dipersilahkan* (be welcome). Meanwhile, in the closing stage, a speech act pattern was found in the form of an invitation marked by the words *ayo* (come on) and *mari* (let's). The form of the pattern of directive speech acts is the most dominant pattern. It is widely used by the speakers (lecturer) to her speech partners (the students) with the aim of testing their understanding or reminding them.

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