

Analysis of Directive Speech Acts in Learning Videos in the Indonesian MKU Playlist from the UNNES TV Channel

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Abstract

A directive speech act is one of the types of speech acts intended by the speaker so that the speech partner takes action according to what is stated in his speech. The main problems in this study are (1) what are the directive speech acts contained in the learning videos on the Indonesian MKU playlist from the UNNES TV channel? And (2) what is the function of the directive speech act contained in the video. This study aims to determine the types of directive speech acts and their functions in learning videos on the Indonesian MKU playlist from the UNNES TV channel. This type of research includes qualitative descriptive research designed through data analysis research with qualitative methods which aims to describe and provide information about the problem under study by collecting data through documentation techniques. The results showed that there were four types of directive speech acts in the Indonesian MKU learning video, namely (1) direct speech acts with imperative mode, asking, soliciting, compulsion, request or request, asking and commanding; (2) Indirect speech acts with the mode of suggesting, asking, and requesting; (3) The literal speech act contains the same meaning and purpose of the speech; (4) Non-literal speech acts contain speech intentions that are different from the meaning or what is conveyed by the speaker to the speech partner. The directive speech act functions contained in the Indonesian MKU learning video include; (1) pleading, (2) asking, (3) suggesting, (4) ordering, and (5) inviting.

Keywords: pragmatic analysis, directive speech acts, learning videos, language, YouTube

INTRODUCTION

Language is basically a medium used to communicate in everyday life which is always used by linguistic creatures (humans). Wiranty (2015:13) explains that language is a medium of communication, because through it people can interact with each other (communicate), exchange experiences, learn from each other, and gain understanding or additional knowledge from each other. Ananda et al, (2015:2) think that all Activities cannot be separated from the use of language. Similar to the point of view, Nirmala (2015: 139) believes that communication is a process of transferring information between speech participants through certain media for a purpose, whether it occurs directly or indirectly.

Pragmatics is a branch of linguistics which studies language in its use in certain contexts Nadar (2009:2) . Pragmatics focuses on human behavior in the holistic context of giving and receiving signs Tarigan (2009:33) . The term in pragmatics is a speech act Oktapiantama & Utomo (2021) . The activity of comprehensively reviewing human behavior related to signs

and symbols is called Pragmatics (behavioral semantics). Ardiansyah et al, (2014:23) state that context refers to the situation in which a speech is uttered . Pragmatic research is applied by considering the context of speech, namely understanding by the speaker and the speech partner Wijayanti & Utomo (2021) . Therefore , pragmatic analysis is always related to the causal context of speech It (context) is a benchmark for determining meaning .

Rohmadi (2014:21) believes that the utterances made are related to the conditions of the actual context . Speech acts are symptoms found during communication where speakers communicate or state intentions to speech partners. Speech acts are actions uttered by speakers when carrying out an activity that has meaning in order to get the anticipated response from their partner Hermita (2014) . Another opinion , Vilayati et al, (2012) (in Safitri & Utomo (2020)) . This type of speech act expresses the wishes of the speaker Safira (2020) . The speech acts used are in accordance with several factors associated with the function of language as a means of conveying information. Speech acts are linked to the language functions stated by Leech (in Mardikantoro (2014:216)) , namely phatic, directive, aesthetic, informative and expressive functions.

Directive speech is part of a type of speech that has the intention of getting the speaker to act as said by speaker Ismail (2016) . Prayitno (2011:42) states that there are five categories of forms of directive speech acts, including prohibitions, criticism, requests, orders and advice. According to Leach (in Latifah (2018)), directive speech acts also have various functions. Forms of command directive speech acts include asking, borrowing, forcing, requiring, ordering, and commanding . Forms of directive speech acts that contain the request mode include, offering, beg, hope, and ask. Forms of directive speech that express an invitation include targeting, demanding, challenging, demanding, urging, supporting, encouraging, seducing, persuading, and inviting. Forms of directive speech acts of advice include, among others, reminding, calling, appeal, direct, suggest, propose, and advise. Forms of directive speech that express criticism include, anger, threats, curses, sarcasm, and reprimand. Forms of directive speech that indicate prohibitions include, prevent, and forbid Widayanti and Kustinah (2019) Speech events occur face to face, but also in all directions through the media Afham & Utomo (2021)

The reason for using YouTube media from the UNNES TV Channel is because the author wants to show that varied types of speech acts can not only be found when interacting with others in life, but can also easily be found on internet media, for example YouTube. The increasingly rapid development of human civilization has brought technological advances, one of which is YouTube (social media) which can be used as a forum for expression and as a

medium for exploring information. Through this platform, people can freely and widely watch whatever content they want. The YouTube site that I accessed in this research was YouTube content from the UNNES TV Channel. Meanwhile, the reason the author focuses research on directive speech acts is because there are many intentions to be conveyed in the learning videos that we chose as research objects which include directive functions such as begging, inviting, commanding and so on.

The solution that the author can provide to overcome some of the problems above is by providing various complete materials regarding directive speech acts, then assigning them to analyze directive speech acts from various literary sources and inviting them to read lots of journals or research publications about these directive speech acts. .

The study of directive speech acts has basically been studied by previous researchers, such as Islamiati et al, (2020) who analyzed directive speech acts in the film *Keluarga Cemara* directed by Yandy Laurens and the implications for education, which aims to provide an explanation of the form of directive speech acts as well as their meaning. in each of these utterances. Therefore, This research examines (1) request directive utterances, (2) question directive utterances, (3) command directive utterances, (4) prohibition directive utterances, (5) permission giving directive utterances, and (6) advice directive utterances with objects in the form of the film *Family Cemara*. This research concludes that the type of speech that dominates in the film *Keluarga Cemara* is the Directive type which states the mode of questioning.

Then Waljinah et al, (2019) studied Online News Discourse Directive Speech in 2019. The research carried out took online news data, including from CNN Indonesia, Liputan 6.com, Detiknews, Viva.co.id.news, TEMPO.CO, Kompas.com, Kumparan .News, and Republika.co.id. ". The study carried out obtained results in the form of coercive speech, requesting, requesting, ordering, making demands, prohibitions, suggestions, invitations, and finally in the form of demanding speech. Apart from that, there are other studies, such as those conducted by Arifin (2017) in the Mario Teguh Golden Ways event, which resulted in the conclusion that the speech acts most often used in the Mario Teguh Golden Ways event were directive types of speech. This can be seen from the statements made by Mario Teguh when speaking and giving advice. These directive speech acts include giving messages, orders, requests, demands and advice.

Research on directive speech in YouTube videos from the UNNES TV Channel is basically new research, which has never been studied before. Therefore, studies with this object are interesting to study in more depth . So the aim of this study is to provide an understanding of the types of directive speech acts in several of these videos. Based on this explanation, the

author intends to research Directive Speech Acts in Learning Videos in the Indonesian MKU Playlist from the UNNES TV Channel with problem formulations including "(1) what are the directive utterances contained in the learning videos in the Indonesian MKU Playlist from the UNNES TV channel ? And (2) regarding the function of the directive speech contained in the video.

The benefit of this research is that it can make it easier for readers to understand and know how directive speech acts are from various utterances spoken in everyday life. So from the research conducted the author can also expand and increase knowledge regarding directive speech acts.

METHOD

A research method is a way to obtain data that is intended for a specific use, so that with the method the research can be more focused and precise in its implementation Sugiyono (2016:3) . The study carried out this time utilize qualitative methods because the data concerns the use of language resulting from observed expressions or speech. This research focuses on speakers' utterances that contain a meaning involving the context of directive speech acts. The data obtained is in the form of transcriptions of the speaker's directive oral speech, and the data source for this research is the UNNES TV YouTube video with six different titles including: (1) "MKU Bahasa Indonesia-Research Proposals and Reports" broadcast on February 7 2022, (2) "MKU Bahasa Indonesia- Preparing Proposal Texts and Activity Reports " broadcast on 9 February 2022, (3) "MKU Bahasa Indonesia- The Nature of Indonesian" broadcast on 09 February 2022, (4) "MKU Bahasa Indonesia- Exploring Texts in Academic Life ” broadcast on February 10 2022”, (5) “MKU Bahasa Indonesia- Building Theory Study Texts” broadcast on February 10 2022, and (6) “MKU Bahasa Indonesia- Actualizing Yourself Through Scientific Articles” broadcast on February 11 2022. Three sources This data comes from UNNES TV YouTube content in 2022.

The data collection process applies a combination of several techniques Moleong (2000: 112-113) . The first is the documentation technique, namely the researcher watches YouTube video shows that are audio-visual on mobile phone technology. The two techniques are listening and taking notes, Mahsun (2012:93) explained that the note-taking technique is an advanced technique that is applied when the observing method is applied . After the researcher listened to the broadcast to gain understanding which contained directive speech acts. Next, the researcher recorded the directive speech in the form of a transcript of the

speaker's dialogue. At this stage the researcher notes important things that contain relevant information.

The data review process in this research went through steps including Miles and Huberman (1992:20) (1) data reduction, (2) data presentation (data display), and (3) data drawing conclusions (verification). The research steps include the author watching six learning videos in the MKU Indonesian playlist. Then, the author recorded several statements which contained directive speech and classifying the types and functions of speech that have been recorded. After that, the author provides an explanation based on the research results that have been found. The final step, the author relates the author's findings to previous research to strengthen them.

RESULTS AND DISCUSSION

The results of research on directive speech in learning videos in the MKU Bahasa Indonesia playlist from the UNNES TV channel are that there are directive speech which includes (a) direct speech , (b) indirect speech, (c) literal speech, (d) non-literal speech contained in the excerpt from the Indonesian MKU playlist learning video on Youtube UNNES TV and the speech functions in the learning video are the function of requesting, suggesting, prohibiting and asking.

A. Analysis of Types of Directive Speech Acts in MKU Indonesian Learning Videos on the Unnes Tv Youtube Channel

In accordance with the data study that has been carried out, it was found that there are 4 types of directive speech in the Indonesian MKU learning videos which include 16 direct speech data , 9 indirect speech data, 3 literal speech data , and 1 non-literal speech data. The similarity of the research results of Safitri & Utomo (2020) "Analysis of Directive Speech Acts in Ustadz Abdul Somad's Lecture Question and Answer Edition Study of Discussion with Hijrah Artists" is four types of speech were found , namely direct speech , indirect speech , literal speech and non-literal speech .

1. Direct speech act

Direct speech acts are utterances that contain sentence modes which are divided into declarative, interrogative and command sentences. The author found 13 pieces of data showing direct speech acts in the Indonesian MKU learning video playlist on the UNNES TV channel. There was 1 data found in the Indonesian MKU learning video: Compiling Proposal and Report Texts , 1 data in the Indonesian MKU Learning video: Proposals and Activity Reports , 7 data in the Indonesian MKU learning video: The Nature of Indonesian , 6 data in the MKU learning

video Indonesian: Building Theory Study Texts , and 1 data on the MKU Indonesian learning video : Accustoming Yourself through Scientific Articles which is analyzed as follows:

Data I " *MKU Indonesian Learning Video: Preparing Proposal and Report Texts* "

"Good morning, please come in." (minutes 1:23 – 1:25)

The data above shows that there is a direct speech act with an imperative mode because it has the function of ordering the speech partner to do something (Fauzi & Aulida, 2020) , namely Mrs. Nugraheti ordering students who want to face her to enter the room. This utterance falls into a direct speech act because the meaning of the statement conveyed is the same as the intention.

Data II " *MKU Indonesian Learning Video: Proposal and Activity Report* "

"You can see here, here is the systematics of research proposals and reports" (minutes 8:13 - 8:20)

The data above shows a direct directive speech act with a requesting mode because the speaker asks the audience to look at the systematics of the proposal and research report (Putri et al., 2019) . This utterance falls into a direct speech act because the meaning of the statement conveyed is the same as the intention.

Data III " *MKU Indonesian Language Learning Video: The Essence of Indonesian* "

(a) *"Let's look at it together!" (sec 0.48)*

The data above is a fragment of a learning video in the mku Indonesian playlist from the UNNES TV Channel. This speech fragment is classified as a direct speech directive with an invitation mode. This can be proven by the use of the invitation word *"come on"* contained in the speech . Then the purpose of the speech is to invite listeners to listen to the explanation presented in the video together.

(b) *"Yes, of course we should be proud to use Indonesian." (minutes 5.27-5.31)*

In the data above, the speaker talks about the need to be proud to use Indonesian. This utterance is classified as a direct directive speech act , a mode of imperative. Speech with this mode contains an obligation that must be carried out by the speech partner by paying attention to the context of a speech. Based on the context of the data above, speakers require their partners to be proud to use Indonesian .

(c) *"Well, now let's look at it together." (minutes 7.15-7.18)*

Further data also shows the use of direct speech with a request or request mode. Direct speech using this mode shows that the speech contains a request or request for the speech partner to do something (Safira & Utomo, 2020) . The use of the word *"try"* means that the

speaker asks the speaker to try listening together , according to the context of the speech in the video .

(d) *"Try to watch it together, okay?" (minute 7.33)*

Similar to the previous data, the speech above also shows the use of direct directive speech with a request mode. The word *"try"* in this speech means that the speaker asks the speech partner to try listening together.

(e) *"Next, your task now is to try to observe your surroundings. Find language errors both written and verbally then create data and correct the errors." (minutes 14.24-14.37)*

The speech above is a type of direct directive speech with a request mode and the speech has several purposes from the speaker. First, the speaker asks his speech partner to try to observe the surrounding environment, this is proven in the phrase *"try to observe"*. Second, the speaker asks the interlocutor to find language errors both in writing and orally, this is shown in the use of the word *"find"*. Then finally, the speaker asks the speech partner to create data and correct language errors that have been found previously.

(f) *"How are you today? Hopefully everyone is healthy and ready to study together." (minutes 0.28-0.33)*

The data above is a fragment of a learning video in the mku Indonesian playlist from the UNNES TV Channel. These speech fragments are included in direct speech directive speech acts. This speech has two modes, namely the first mode in the form of a question which is shown in the word *"how"* then the second mode in the form of hope which is shown by the use of the word *"hopefully"* . The purpose of this speech is to directly ask how the speaker is doing and hope that the speaker is in good health and ready to learn with the speaker.

(g) *"How are you fellow students? Have you finished the discussion?" (minutes 1.25-1.28)*

The data above is an example of direct speech directive speech acts. This speech has a questioning mode, namely the speaker asks the speech partner. This is shown in the use of the question word *"how"*. The purpose of this utterance is that the speaker asks directly whether the interlocutor has finished the discussion.

Data IV “ *MKU Indonesian Learning Video: Building a Study Text Theory* ”

(a) *" Let's look at an example of a theoretical study text! ” (minutes 1:28 – 1:33)*

The data above is a fragment of a video object on the MKU Bahasa Indonesia playlist on the UNNES TV channel with the title Building Theory Study Texts. The speech fragment above is included in the directive speech act of direct speech with the mode of invitation. This can be seen because in verbal language, it appears that the speaker invites the person he is saying to do as he has said. The word *" come on "* in this speech contains the meaning of

inviting. In the context of this speech, it can be seen that the speaker invites the interlocutor (who is watching the video) to look together at an example of the text being discussed in the video, namely a theoretical study text.

(b) *"We'll see together!" (minutes 2:03 – 2:04)*

The speech in the data above is classified as a direct speech act with an invitation mode, because the speaker invites the speech partner to do something he says. In accordance with the context of the existing speech, the speaker with his speech directly invites his interlocutor to look together at the existing screen, to pay attention to the material that has been presented therein.

(c) *"In the context of language, we have to review it from 2 aspects." (minutes 3:51 – 2:54)*

In the data above, it is known that the speaker talks about what the interlocutor must do. This utterance is included in a direct speech act with a mode of imperative. Speech acts with the imperative mode contain an obligation that must be carried out by the speech partner, which of course is appropriate to the context of the speech. In accordance with the context of the speech, the speaker directly requires or obliges the speech partner to review the object of study in 2 other aspects when studying something in a linguistic context.

(d) *"Try to see the difference between the first text and the second text!" (minutes 8:11 – 8:14)*

The data above shows the use of direct speech using command mode. Direct speech with the command mode basically contains speech in the form of commands addressed to the interlocutor. In the context of discussing the speech fragment above, the speaker directly gives orders to the speech partner to see what differences appear in the two texts that have been presented on the virtual screen.

(e) *"How much text is already on the left? Excuse me. The text on the right?" (minutes 8:51 – 8:57)*

The speech contained in the data fragment above shows the use of direct directive speech with two modes at once in one utterance. The first mode is the question mode, where the speaker asks his partner about how many types of text there are. Meanwhile, the second mode is the request mode, which is indicated by the use of the expression *"sorry"*. In this case, the speaker makes a mistake in speaking so he apologizes to his partner and corrects the speech error he made.

(f) *"Come up with subjects in the sentences!" (minutes 9:01 – 9:06)*

The data above shows the type of direct directive speech with command mode. In the context of this speech, the speaker gives orders to his partner to identify the function of the subject in each sentence that has been displayed on the *YouTube screen*.

Data V " *MKU Indonesian Learning Video: Self-Actualizing through Scientific Articles* "

"This bibliography must be included!" (minutes 11:11 – 11:13)

The speech above is a direct directive speech with an imperative mode. Speech acts with the imperative mode contain an obligation that must be carried out by the speech partner, which of course is appropriate to the context of the speech. In accordance with the context of the speech, the speaker gives an absolute direction (obligation) to the interlocutor to never leave a bibliography when creating a scientific work. In this case, the mandatory mode must be implemented, it must not be ignored.

2. Indirect speech acts

Indirect speech acts are speech acts that occur when the speaker uses a mode of speech that is not in accordance with the intention of the speech. There are 9 utterances that indicate the existence of indirect speech acts which are divided into 1 data on the MKU Indonesian learning video: Compiling Proposal Texts and Activity Reports , 4 data on the MKU Indonesian learning video: The Nature of Indonesian , 3 data on the MKU Indonesian learning video : Building a theoretical study text, and 1 data on the Indonesian MKU learning video: Self-Actualizing through Scientific Articles which are analyzed as follows .

Data I " *MKU Indonesian Learning Video: Preparing Proposal Texts and Activity Reports* "

The MC should only convey when entering the event until the end welcome." (Minutes 6:31 – 6:37)

The data above falls into the type of indirect directive speech act with the speech marker being *"should"*. This indirect speech has the mode of suggesting that the MC only conveys when entering the event up to the speech, whereas the meaning of the speech is that the student must change the person responsible for the event for the activity proposal to the moderator.

Data II " *MKU Indonesian Language Learning Video: The Essence of Indonesian* "

(a) *"How do we increase awareness of this language?" (minutes 2.30-2.33)*

The data above shows indirect directive speech using the question mode. The question mode given by speakers to interlocutors basically contains questions about how to increase language awareness. However, in this context the speaker only asks the question without expecting an answer from the interlocutor because it has the aim of being an introductory sentence to trigger the explanation that the speaker will convey.

(b) *"Why do we use Malay?" (minutes 3.37-3.40)*

Further data also shows indirect directive speech using the question mode. Based on this data, the mode of questions given by speakers to speech partners is asking about the reasons we use Malay. Similar to the previous speech, in this context the speaker also only asks questions without expecting an answer from the interlocutor because it is only used to trigger further explanation.

(c) *"Let's evaluate ourselves, have you used Indonesian correctly? How do you communicate using Indonesian nowadays?" (minutes 6.54-7.03)*

The speech above shows the use of indirect directive speech with two modes at once in one speech. The first mode is the request mode, which is shown in the word *"try"* which means the speaker asks the speaker to try evaluating themselves. Then for the second mode, namely question mode. In the data above there are two questions, namely the first question asks whether the interlocutor uses Indonesian correctly. Meanwhile, the second question asks how the interlocutor communicates using Indonesian currently. Basically, questions should be asked based on the speaker's ignorance, but in this context the speaker does not expect an answer from the interlocutor because the speech is used only to trigger the explanation that the speaker will convey.

(d) *"Did you find any language errors?" (minutes 9.01-9.04)*

The data above shows the type of indirect directive speech with a question mode. After the speaker gives an example of the text presented in the video, the speaker asks the question with the intention of whether the interlocutor finds language errors which will later be discussed in the next explanation.

Data III *" Indonesian MKU Learning Videos: Building Theory Study Texts "*

(a) *"As a student, of course you have already done scientific work, right?"
(minutes 0:43 – 0:47)*

The speech above is included in indirect directive speech which is expressed through asking questions to the speech partner. It is called indirect directive speech because the speaker orders or commands the person he is talking to implicitly or implicitly. In accordance with the data above, at a glance it can be seen that the speaker seems to be asking the person he is saying a question to, even though the utterance is not actually a genuine question that requires various kinds of answers. In this utterance, the speaker seems to want to get an answer from his partner, namely the answer in the form of *"yes"*. In this case, the speaker seems to want to ensure that his partner has already written scientific work, not just asking casually.

(b) *"So, what does this theoretical study text look like?" (minutes 1:58 – 2:02)*

The speech excerpt above is included in the type of indirect directive speech which is expressed through asking questions to the interlocutor. In general, questions are asked from the speaker's ignorance. On the other hand, in this utterance the speaker does not expect an answer. The speaker in this context only asks the question as an intermediary to enliven the discussion space that is currently taking place.

(c) *"I've demonstrated it on the screen." (minutes 9:45 – 9:47)*

The speech above is included in indirect speech which is expressed through statement sentences. In the context of this speech, the speaker actually gives orders to his partner to watch the screen because there are examples of the material being discussed there.

Data IV " *MKU Indonesian Learning Video: Self-Actualizing through Scientific Articles* "

"Surely you've gotten your respective articles, haven't you?"

(minutes 2:43 – 2:46)

From the data above, it can be seen that the type of speech is indirect directive through a question. It is called indirect directive speech because the speaker orders or commands his interlocutor implicitly or implicitly . In this case, the speaker wants to get certainty through this question. If in general questions are asked to overcome someone's feeling of ignorance, then in the context of this speech, the speaker only wants to ensure that his assumptions or assumptions are correct.

3. Literal Speech Acts

Literal speech acts are speech acts whose meaning and purpose are the same (Wahyono, 2015) . There were 3 utterances that showed literal speech acts found in the MKU Indonesian learning video playlist on the UNNES TV YouTube channel, namely as follows .

- (a) " *You can see it on the screen .* "

Data (a) is a fragment of the Indonesian MKU learning video: Proposal and Research Report submitted by Mrs. Neina. The utterance above contains a literal speech act. The utterance "screen" is a literal speech act because it has the same meaning and intention, the speaker asks the audience to look at the screen that presents the thesis. The word "screen" in this speech has the actual meaning, namely the monitor screen of the device or laptop that the audience uses when watching this learning video.

- (b) *"The second paragraph explains in more detail about the location of Jumiang Beach." (minutes 4.04-4.09)*

Data (b) is a fragment of the Indonesian MKU learning video: Building a Theoretical Study Text . The "detailed" utterance is a literal speech act because it has the same aim and meaning of the utterance, namely the speaker explains that the second paragraph is more detailed in explaining the location of Jumiang Beach.

- (c) *"Expository text is a text in the form of a presentation of ideas or suggestions for something of a personal nature." (minutes 4.24-4.31)*

Data (c) is included in literal speech . The "personal" language units contained in it are literal speech because contains the same meaning of speech , namely that an expository text is

a text in the form of an idea or proposal for something that has private or non-public characteristics/characteristics .

4. Speech Acts are not Literal

Non-literal speech acts contain the meaning of speech that is different from the meaning or what is conveyed by the speaker to his partner . In the playlist of Indonesian MKU learning videos on the UNNES TV YouTube channel, only one utterance was found that showed a non-literal speech act, namely as follows .

"Please surf to determine what thesis you will summarize." (minutes 10:7 - 10:12)

The data above is a fragment of the MKU Indonesian learning video: Proposal and Research Report. The speech acts in this data contain non-literal speech acts because the meaning of the speech is not the same as the meaning of the speech. The speech marker in this speech act is *surfing* which has the meaning of playing surfing on the beach, but the meaning conveyed by the speaker is exploring or looking for information from sites available on the internet.

B. Analysis of the Function of Directive Speech Acts in Indonesian MKU Playlist Learning Videos on the Unnes Tv Youtube Channel

The function of directive speech is a function intended for the speaker to make his partner act in accordance with the verbal statements made by him . Based on data analysis , there are similarities to the research results of Safitri & Utomo (2020) in his research, the results obtained were the functions of requesting, questioning, prohibiting, commanding, and advising. Of the five functions of directive speech acts found, two functions of directive speech acts were found in the Indonesian MKU playlist learning video on the UNNES TV YouTube channel. It was found that there are functions of directive speech acts which include the function of begging, the function of asking, the function of suggesting, the function of commanding, and the function of inviting, namely as follows:

1. Directive Speech Acts Requesting Function

The directive speech act of asking is basically: a type of speech that encourages the person speaking to fulfill the speaker's wishes in a polite manner. Based on the results of the analysis of learning videos on the Indonesian MKU playlist on the UNNES TV YouTube channel, there are 4 data that indicate the existence of the directive speech act of asking for on, namely as follows:

(a) *"Please guide me, mother..." (minute 2:06)*

The data above is a fragment of the Indonesian MKU learning video: Compiling Proposal Texts and Activity Reports , showing the function of the directive speech act of requesting. This speech is used for speakers who consult regarding activity reports made to speech partners to be guided so that the activity reports made are not wrong.

- (b) *"You can see here, here is the systematics of research proposals and reports" (minutes 8:13-8:20)*

The data above from the MKU Bahasa Indonesia learning video fragment: Proposals and Research Reports also shows that there is a function of the directive speech act of requesting with the intention of the speech so that the interlocutor can look at the monitor screen to pay attention to the systematicity of the proposal and research report.

- (c) *"Let's look at it together!" (0.48 minutes)*

In the context of speech in the data above obtained from the MKU Bahasa Indonesia playlist: The essence of Indonesian is that the speaker asks the interlocutor to listen together . The speech act of begging is characterized by the use of the word "let's" which shows asking or inviting the speech partner to follow the speaker. MKU Indonesian learning video fragment : Self-Actualizing through Scientific Articles.

- (d) *"Hopefully everyone is healthy and ready to study together." (minutes 0.28-0.33)*

The context of the speech in the data above is that the speaker asks his speech partner to prepare to study together. This speech act of request is characterized by the use of the word "hopefully" which shows begging or asking for something, namely in the above context asking for health and readiness to study together.

2. The Directive Speech Act of Asking

The directive speech act of asking is speech that has the intention of getting an answer or explanation of something. Based on the results of the analysis of learning videos on the Indonesian MKU playlist on the UNNES TV YouTube channel, there are 6 data that indicate the presence of directive speech acts of asking.

- (a) *"Have you previously received the file we sent?"*

(minutes 1:59 - 2:02)

- (b) *"Are there any changes or improvements, or not?" (minutes 2:07- 2:09)*

- (c) *"What is the difference between a proposal and an activity report? (4:47 minutes - 4:50)*

- (d) *"Is the budget plan in the proposal or in the report? "*

(minutes 4:56 - 4:59)

- (e) *"How do we increase awareness of this language?" (minutes 2.30-2.33)*

(f) *"How are you fellow students? Have you finished the discussion?"*

(minutes 1.25-1.28)

(g) *"As a student, of course you have, right? Do you do scientific work?"*

(minutes 0:43 – 0:47)

(h) *"So, what does this theoretical study text look like?" (minutes 1:58 – 2:02)*

Data (a) to data (d) are fragments of the Indonesian MKU learning video: Preparing Proposals and Activity Reports which show the directive speech act of asking. The marker for this speech in data (a) is "what" was said by the student as speaker to the lecturer to determine whether the activity report made should be corrected or not. Meanwhile, data (b) and (c) were spoken by the lecturer as an interlocutor to ask about the differences between proposals and activity reports and where the budget should be. The speech context in data (e) from the MKU Indonesian playlist : The essence of Indonesian is that the speaker asks the interlocutor about how to increase language awareness. The speech act of asking is characterized by the use of the word "how" in the sentence.

The speech context in data (f) from MKU Bahasa Indonesia-Building Theory Study Texts is that the speaker asks the interlocutor whether his fellow students have finished the discussion. The speech act of asking is characterized by the use of the words "how" and "whether" in the sentence. The speech context in data (g) from MKU Bahasa Indonesia: Building Theory Study Texts is that the speaker asks the interlocutor to confirm whether they have ever written a scientific work or not. Data (h), which was also obtained from the data study object (g), contains the speech context in the form of a speaker asking his interlocutor about what the theoretical study text being discussed looks like.

5. The Directive Speech Act Suggests

The directive speech act of suggesting is a speech act carried out by the speaker to provide suggestions for what is needed to the speech partner. Based on the results of the analysis of learning videos on the Indonesian MKU playlist on the UNNES TV YouTube channel, there are 2 data that indicate the presence of directive speech acts suggesting.

(a) *"At the end, it would be best to convey the purpose of this seminar." (minutes 2:41 - 2:45)*

(b) *"Don't forget, always include a bibliography in both proposals and research reports." (minutes 9:04 - 9:07)*

Data (a) is a video fragment from MKU Indonesian: Preparing Proposals and Activity Reports which shows the presence of directive speech acts suggesting. In data one, the speech marker is marked "should" with the speaker's intention so that the interlocutor can convey the purpose of holding seminar activities in the proposal made. Meanwhile, data (b) taken from the

Indonesian MKU learning video: Proposal and Activity Report shows the directive speech act of suggesting with the speech marker "don't forget" with the intention of the interlocutor not to forget to include a bibliography in the proposal or research report.

6. Commanding Directive Speech Acts

Directive speech acts are speech acts that are uttered to order the speech partner to do what the speaker says. Based on the results of the analysis of learning videos on the Indonesian MKU playlist on the UNNES TV YouTube channel, there are 3 data that indicate the existence of commanding directive speech acts.

- (a) *"Please, sit" (1:33 minutes)*
- (b) *"Please introduce yourself first." (1:45 minutes)*
- (c) *"Next, your task now is to try to observe your surroundings. Find language errors both written and verbally then create data and correct the errors." (minutes 14.24-14.37)*
- (d) *"Try to see the difference between the first and second text!" (minutes 8:11 – 8:14)*
- (e) *"On this occasion, I ask you to discuss the article!" (minutes 2:47 – 2:53)*

Data (a) and (b) are video fragments from MKU Bahasa Indonesia: Preparing Proposals and Activity Reports showing the directive speech act of commanding with the speech marker "please" with the intention of the speaker ordering the interlocutor to sit down and introduce himself. Data (c) is taken from the MKU Indonesian language learning video: The Nature of Indonesian. Some of the contexts of the speech above are, first the speaker orders the speech partner to observe the surrounding environment as evidenced by the exclamation word "try". Second, the speaker asks the speaker to find language errors both in writing and orally, which is shown in the use of the command word "find" and finally, the speaker asks the speaker to correct the error, which is shown in the use of the word "repair" in the sentence.

Data (d) and (e) were taken from the MKU Indonesian learning video : Self-Actualization through Scientific Articles. Data (d) shows that there is a commanding directive speech act marked by the use of the word "try" and the intonation used is an exclamation intonation with the intention of ordering the speech partner to observe the differences between the two texts provided, while data (5) The directive speech act of ordering is characterized by the language unit "please" with the intention of the speaker ordering the speech partner to carry out discussion activities on related topics.

7. Inviting Directive Speech Acts

In contrast to the directive speech act of commanding, the directive speech act of inviting is an extension of the speech act of request in which the speech partner is asked to do something with the speaker. Based on the results of the analysis of learning videos on the

Indonesian MKU playlist on the UNNES TV YouTube channel, there is data that shows the presence of directive speech acts of invitation.

- (a) " *Let's look at the research report filing form.* " (minutes 9:54 - 9:58)
- (b) "*We'll see together!*" (minutes 2:03 – 2:04)
- (c) " *Let's look at an example of a theoretical study text!* " (minutes 1:28 – 1:33)

The data above is an Indonesian MKU learning video: Proposal and Activity Report showing the presence of directive speech acts inviting. The speech marker is "come" with the intention of the speaker inviting the speech partner together to look at the research report filing form on the screen. Data (a) and (b) taken from the Indonesian MKU learning video: Building Theory Study Texts show the use of directive speech acts of inviting. The inviting speech contained in data (a) is marked by the intonation pronounced by the speaker in the video. Pronunciation uses a rising intonation (exciting), with the aim of inviting the speech partner to look at the screen simultaneously. Meanwhile, the marker in data (3) is in the word " *come on* ", which is also intended to invite the interlocutor to look at the screen together.

The results of this study are in line with studies conducted by Safitri & Utomo (2020) with the title "Analysis of Directive Speech Acts in Ustadz Abdul Somad's Lecture: Question and Answer Edition of Musawarah Study with Hijrah Artists" which discusses directive speech . This research contains similarities to the study conducted Safitri & Utomo (2020) , which both focus on types of directive speech and the function of each utterance the . There are several differences in this research with previous research. In previous research, the object used was Ustadz Abdul Somad's lecture, Deliberation Study Edition with Hijrah Artists, while in this research, the author used the research object of learning videos contained in the mku Indonesian playlist on the UNNES TV YouTube channel. There are also differences in the results of this research with previous research, especially in the function of directive speech acts. In this article, the author only finds the functions of begging, asking, ordering, suggesting and inviting. Meanwhile, in Safitri & Utomo 's (2020) research ADDIN CSL_CITATION {"citationItems":[{"id":"ITEM-1","itemData":{"ISBN":"978-623-94874-0-9","abstract":"Tranasportation become medium that needed by human to help an activity that moving from one place to another. KRL Jabodetabek has become one of transportation that enjoyed by human to travel around. The number of appeals in KRL Jabodetabek that must be understood well, so as not to violate the appeal or regulation. The role of pragmatic is needed to interpret a notice on KRL Jabodetabek, thus the interpreted meaning adjusted to the context and speech situation. This study used descriptive qualitative method. The data collecting technique used observation technique, documentation technique, and note technique. The data

analysis of this study used Miles and Huberman's interactive model analysis that include four components: 1) data collection, 2) data reduction, 3) data display, 4) drawing conclusion. The data showed that there were 26 directive speech act found in notice on KRL Jabodetabek, 2 directive speech act (command), 2 directive speech act (request), 1 directive speech act (suggestion), 6 direct speech act (advice), and 15 directive speech act (prohibition). The result of this study is expected to enrich insight in the linguistics field, also it can be useful for KRL Jabodetabek clients to properly understand thus not disobey the notice on the train.

,"author":[{"dropping-particle":"","family":"Fauzi","given":"Aziz","non-dropping-particle":"","parse-names":false,"suffix":""},{dropping-particle":"","family":"Aulida","given":"Rona Gokma","non-dropping-particle":"","parse-names":false,"suffix":""}], "container-title":"Prosiding Seminar Nasional Linguistik dan Sastra (SEMANTIKS)","id":"ITEM-1","issued":{"date-parts":[["2020"]]}, "page":"228-238","title":"Memahami Macam-Macam Tuturan Direktif Dalam Gambar Imbauan Pada Krl Jabodetabek: Tinjauan Pragmatik","type":"article-journal","volume":"2"}, "uris":["http://www.mendeley.com/documents/?uuid=d145961b-9561-4859-b1b3-c475b300fa14"]], "mendeley":{"formattedCitation":"(Fauzi & Aulida, 2020)","plainTextFormattedCitation":"(Fauzi & Aulida, 2020)","previouslyFormattedCitation":"(Fauzi & Aulida, 2020)"},"properties":{"noteIndex":0},"schema":"https://github.com/citation-style-language/schema/raw/master/csl-citation.json"}, there is a prohibiting and advising function and there is no suggesting function as in this research.

CONCLUSION

In accordance with the achievements of the data study as well as the discussion that has been carried out , there are four types of directive speech acts in the Indonesian MKU learning video, namely direct speech acts, there are 16 utterances, indirect speech acts there are 9 utterances, literal speech acts there are 3 utterances, and non-literal speech acts there is 1 utterance. Then, the function of directive speech acts contained in the Indonesian MKU learning video includes asking, there are 5 utterances; asking there are 8 utterances; suggests there are 2 utterances; to rule there are 5 utterances; and invites there are 3 utterances. Apart from that, it is also known that each type of direct speech act has its own function, and its use is adapted to the context of the speech that is occurring. From the results of the research that has been carried out, it is known that the categories of directive speech acts are carried out directly, but there are also those that are spoken indirectly in order to reduce impoliteness in

speaking. The dominant type of directive speech is direct speech acts. The aim of using direct speech is to convey the message more effectively to the speech partner, as well as to avoid double meaning from the speech partner who in fact consists of a group (more than one person).

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