
DIRECTIVE ACTS FOUND IN ENGLISH TEACHERS' TALK IN CLASSROOM INTERACTION

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ABSTRACT

Understanding the entire social context in every sentence uttered is needed because every language produced is not as simple as its lexical meaning but also depends on the context. The study of contextual meaning is called pragmatics. This study pragmatically attempts to analyze directive acts; which is that kind of speech acts that speaker uses to get someone else to do something. The research used descriptive quantitative which employs pragmatic analysis. It is intended to investigate types of directive acts used by English teachers' talk in classroom interaction in Elementary level and Junior High School level, how directive acts are formally realized in both levels of education, and also how are the comparisons of the frequency of occurrences of directive acts found in both levels of education. The data are teacher's utterances containing directive acts in Elementary level and Junior High School level, and also the reason how directive acts are formally realized and the comparisons of the frequency of occurrences of directive acts found in English teachers' talk in SD Islam Al-Azhaar Tulungagung and SMP Islam Al-Azhaar Tulungagung. Hence, it is important to human especially teachers to use directive acts in their utterances to avoid misunderstanding in their communication and they can explore the various forms of English teachers' talk to express one linguistic function, i.e. directive act.

Keywords: *speech acts, directive acts, teacher's talk, classroom interaction.*

INTRODUCTION

In everyday life, people who are essentially social beings and often interact with each other cannot be separated from language. Oral language and written language are actually used to communicate. Besides, it is the subject of linguistics, the study of language. Linguistics, as the science, is divided into several branches including Phonology, Morphology, Syntax, Semantics, and Pragmatics.

One of the branches of linguistics is pragmatics. It has some definitions from the experts. Pragmatics studies the use of language by humans as determined by the condition of society (Mey, 2001). It means the language that people use depends on the social condition where they live. However, Yule (1996) states that pragmatics is the study of speaker's meaning. It is more complicated than others because it has the

contextual meaning between the speaker and hearer; the meaning from the speaker is sometimes difficult to understand.

Pragmatics is the study of relationships between linguistic forms and the users of those forms (Yule, 1996). The definition of pragmatics is different from other subfields. Syntax analyzes a sentence; semantics analyzes the connection of words to things, whereas pragmatics analyzes linguistic acts and the context. The study of pragmatics includes context, deictic, presupposition, implicature, and speech acts. The speech act is one of central point of pragmatics in this research. According to Yule (1996), a speech act is generally defined as “An action via utterances”. The utterances do not only contain the grammatical structures and words, but also contains the actions in the utterances. Whatever the people speak via their utterances have some consequences through the action. In short, a speech act means the act done in the process of speaking (Horn, 2006).

The study of speech acts began with Austin’s lectures (1962) known as *How to Do Things with Words* at Harvard University in 1955. According to Austin (1962) all the sentences do not only describe or report something. In conversation, people do not only speak but there is an action behind it. Austin divides speech act in two kinds, constative and performative. Constative is only the statement of the sentence but performative is the utterance to do something. Then, the utterance has three ways among the kinds of acts that are performed in language. They are locutionary, illocutionary, and perlocutionary acts (Horn, 2006).

According to Searle (1969), the reason for concentrating on the study of speech acts is simply this: all linguistics communication involves linguistics acts. The unit of communication is not, as has generally been supposed, the symbol, word or sentences, or even the token of the symbol, word or sentences, but rather the production or issuance of the symbol of word or sentence in the performance of the speech act. To take the token as a message is to take it as a produced or issued token. More precisely, the production or issuance of a sentence token under certain condition is a speech act, and speech acts (of certain kinds to be explained later) are the basic or minimal unit of linguistic communication. Searle in Mey (1993) establishes his own classification of speech acts which includes representatives, directives, commissive, expressive and declarations.

Directive acts are kind of speech acts that are used by the speakers to order someone to do something. This directive acts reveals about the speaker’s wants. The paradigm case of directive acts can be ordering, requesting, advising, and suggesting that will explain in the table below:

Table 1. The Differentiation of Ordering, Requesting, Advising and Suggesting.

No	Paradigm Case	Basic Differences
1.	Ordering	<p>a. Definition: According to Cambridge advanced learner’s dictionary 4th edition, ordering is orders someone to do something, or order something to be done, they tell someone to do it.</p> <p>b. Characteristics: According to Muzakar (2012), the</p>

		characteristics of expression ordering are as following: (1) ordering most often used by the older to the young people. (2) The verb is usually put in the front of utterance. (3) To strengthen the statement.
		c. Example: Run quickly!
2.	Requesting	<p>a. Definition: According to Cambridge advanced learner's dictionary 4th edition, requesting is to for something politely and officially.</p> <p>b. Characteristics: According to Muzakar (2012), the characteristics of expression requesting are as following: (1) Can be said command, but this expression more polite than command, (2) Usually used by young people to older people, (3) the specific characteristic there is using the word "Please", (4) Usually uses the words would..., could..., or can...</p> <p>c. Example: Could you help me to turn on the lamp, please?</p>
3.	Advising	<p>a. Definition: According to Cambridge advanced learner's dictionary 4th edition, advising is to give someone advice about something.</p> <p>b. Characteristics: usually use the word advice.</p> <p>c. Example: I advise you to buy a good dictionary.</p>
4.	Suggesting	<p>a. Definition: According to Cambridge advanced learner's dictionary 4th edition, suggesting is to mention an idea, possible plan or action for other people to consider.</p> <p>b. Characteristics: (1) According to www.edufind.com 16th March '17 at 09.19, suggestion are most often reported using the verb suggest, insist, recommend, demand, request and propose followed by a that cause. (2) Based on English-at-home.com 16th March '17 at 09.22, all expressions of should, why don't you, etc are followed by a verb without to.</p> <p>c. Example: You should try to practice English.</p>

Utterance has become a focus of speech act analysis. It can be seen in conversation and particular sentence structure. Each utterance or conversation of course depends on the context and the situation of the speaker and hearer. Besides, the meaning of a sentence has relation to the speech acts that have formal realizations in the forms of utterances. The simplest case of this meaning is the one in which the speaker utters a sentence and means exactly and literally what he says (Searle, 1969). The success in communication can be accomplished although the speaker chooses the incorrect words or incomplete sentences grammatically, but the meaning can be still understood by the hearer. So, in speech acts, there is always the meaning of the hearer as well as the speaker. When someone spills on you and says "Oops", it can be his apology indirectly because he has done it on you. It shows that the utterance has another meaning behind it. It also means as apology without saying *sorry* or *regret*, but he hides it with the word "Oops".

An analysis of speech acts tries to find out the speaker's intonation. The speaker talk to the hearer to assert beliefs, request a help, promise something, express his feeling, ask for information, and so forth. In the same situation, the hearer records

beliefs, provides the help, record the promise, recognizes the feeling, and provides information for the speaker. Mainly, the speaker who uses the utterances can express his message explicitly or implicitly to in communication. A question can be used for asking something, and there is an utterance to ask someone to do something. Then, these chases can be analyzed by the speech act analysis of communication.

Furthermore, the implementation of language function is not only directly realized in the materials because the teaching and learning of English in school involves the use of English in the classroom. The teacher not only teaches the language through the material but he or she also uses the language directly in the classroom. The teacher's instruction itself is also realized by means of language function such as greeting, sequencing, giving instructions, asking questions, and replying the questions (Hughes, 1984).

Harmer (2007) states that "the most important instrument as teachers is their voice". From the statement above it can be said that the teacher need to be considered about how they use their most valuable asset, namely their voice. How they speak, what their voice sounds like, and what kinds of language they use have crucial impact on classes. In classroom teachers can act as controller, a prompter, a participant, a resource, and a tutor. Harmer (2007) also describes the role of teacher as a assessors, telling the students how well they have done or given them grades, etc. Most of the teacher's roles need their voices. During teaching and learning process teacher should vary the quality of their voices and the volume they speak according to the type of lesson and the type of activity. For example, the kind of voice teachers uses to give instructions or a new activity must be different from the voice when they give new information or informal exchange of view.

Xiao (2006) states that the kind of language used by the teacher in managing the class is known as teacher talks (TT). Richard *et al* defines teacher talks as "a variety of language sometimes used by the teacher when they are in the process of teaching". Ellis (1994) has formulated his own view about teacher's talk; "Teacher's talk means the teacher addresses the classroom language learner differently from the way that they address other kinds of classroom language learners". Furthermore, Lynch (2010) also formulated his view about teacher's talks, "that is the language typically used by the teachers in foreign language classroom". Teacher's talk involves many aspects of teaching such as giving explanation, instruction, assessment, questions, correction and many others

The language functions themselves are essentially the purposes that speakers accomplished with language. According to Richard (1965), language is system of human communication by means of the structured arrangement of sound (or their written representation) to form larger unit, e.g. morphemes, words, sentences. The speaker may use the language for stating, requesting, responding, greeting, thanking, and so on. Under the discussion of pragmatics, the language function is studied in speech acts (McCarthy, 1991). Speech acts deals with the utterance to perform a specific action. In simple words, speech acts is often said as language in action (Kreidler, 1998).

If we refer to other concepts of speech acts, every utterances essentially contains three dimensions: locutionary act, illocutionary act, and perlocutionary act.

Locutionary act is what the speaker says, illocutionary act is what the purpose of what speaker says, and perlocutionary act is the effect of what the speaker says (Cutting, 2002). From those of the acts, Yule (1996) states that illocutionary acts are the most often discussed acts in pragmatics. Even, the concept of speech acts is narrowed down to the illocutionary acts.

There are some previous studies that relevan with this research, (1) Zulaiha (2015) who researched under the title *Directive Acts Used by the Main Characters in the Movie Script "Around the World in 80 Days" by Frank Coraci*. In the research, Zulaiha (2015) used library research by approaching descriptive quantitative. In that case, the subject of that research is the movie script "Around the World in 80 Days" by Frank Coraci. (2) Nurani (2015) presented her study about *A Pragmatic analysis of classroom speech acts in the English Teaching and Learning Process at SMAN 1 Purworejo*. The research design used descriptive quantitative research. The object of that study was utterances of English teacher of grade X IBB during the teaching and learning. That study observed speech acts performed by the teacher, namely representatives, directives, expressive and commissive. (3) Kusumo (2015) presented in his study about *A Pragmatics Analysis of Illocutionary Acts in English Teaching-Learning Process at SMAN 1 Wates Kulon Progo*. The research used descriptive quantitative and the data of that research were the English utterances performed by the English teachers of SMAN 1 Wates. The result of the research show that there are four types illocutionary acts performed by the English teacher in classroom communication. They are representatives, expressive, directives, and commissive.

In the present study, the researcher gets that similarity and differences between my research and their research. The similarity with Zulaiha (2015) is the theme is same researching about directive acts, but the difference is my research only focus on types of directive acts of English teachers' talk and she focus on movie script by Frank Coraci. Then, the similarity with Nurani (2015) is the theme is same researching about speech acts of English teacher, but the difference is my research only focus on types of directive acts of English teachers' talk and she focuses on the all types of speech acts based on Searle's theory. And the similarity with Kusumo's thesis (2015) is the object is same about English teacher classroom interactional, but the difference is my research only focus on types of directive acts of English teachers' talk and he focuses on types of illocutionary acts.

According to the explanation above, the researcher wants to conduct a research about analysis of directive acts found in English teachers' talk in SDI Al Azhaar Tulungagung and SMPI Al Azhaar Tulungagung with focus on (1) In what classifications are the directive acts found in English teacher's talk in classroom interaction in Elementary level? (2) In what classifications are the directive acts found in English teacher's talk in classroom interaction in Junior High School level? (3) How directive acts are formally realized in both levels of education? and (4) How are the comparisons of the frequency of occurrences of directive acts found in both levels of education. Therefore, the researcher is going to conduct the research entitled "*Directive Acts Found in English Teachers Talk in Classroom Interaction*".

METHOD

This research is designed as quantitative descriptive. The data investigated by the researcher are in the form of oral or written words of teachers' talk. The population of this research is all English utterances containing directive acts made by teachers at SD Islam Al Azhaar Tulungagung and SMP Islam Al Azhaar Tulungagung. Then, the sample technique used in this research is purposive sampling. The sample of this study is teachers' talk containing directive acts of sixth grade of SD Islam Al Azhaar Tulungagung and ninth grade of SMP Islam Al Azhaar Tulungagung that are chosen randomly to be analyzed from the population. The number of the sample in SD Islam Al Azhaar is one teacher because the school given permits the regular class not *tahfidz* class and the number of sample in SMP Islam Al Azhaar is two teachers because there are two teachers who teach ninth grade class.

The instrument of this research is the video recorder accompanying the observation conducted in SD Islam Al Azhaar Tulungagung and SMP Islam Al Azhaar Tulungagung. The data recorded are in the forms of teachers' utterances in the class along with their situational contexts. Data collecting method in this research is observation, which are carried in some steps, they are: recording teachers' language in the classroom, understanding the context, transcribing the video recording of teachers' language in classroom, and selecting the teachers' language containing directive acts.

In analyzing the data, the researcher takes some steps as follow: (1) reading the theories and others related to the problems to determine the key of analysis with the purpose of study; (2) identifying the utterances that contain of directive acts; (3) categorizing the data that contain four types of directive acts based on the Searle's theory (1972); (4) analyzing the form of formal realization based on grammar theory; (5) presenting the data in the percentage form by using a simple statistical analysis. The statistical analysis to find the comparison of frequency of occurrences of directive acts used by English teachers' talk in Elementary School and Junior High School used the following statistical formula:

$$P = \frac{f}{N} \times 100\%$$

Where,

1. P is the symbol of percentage.
2. *f* is the frequency of the occurrences of each directive act.
3. *N* is the number of the directive act.

Finally, the last data analysis is making conclusion of the research.

FINDING AND DISCUSSION

1. Directive Acts Found in English Teachers' Talk in Classroom Interaction in Elementary School

The researcher found two types of directive acts in English teacher's talk in classroom interaction in Elementary School. They are 11 utterances that use ordering

acts and 4 utterances that use requesting acts. Therefore, the analysis of utterances containing directive acts by paradigm case ordering as follows:

- [1]T : Assalamu'alaikum warahmatullahi wa barokatuh.
 S : Wa'alaikum salam warahmatullahi wa barokatuh.
 T : Alhamdulillah my students, today you can meet me again, *Ustadzah* Ni'mah. Before we start our study, how are you today?
 S : I'm fine, and you?
 T : Alhamdulillah, very well. Thank you. Ok students, before we start studying today, **let's we pray to Allah Swt. by reading Al Fatihah, shalawat message and awal majlis together, with one, two, three... (1)**
 All : أعوذ بالله من الشيطان الرجيم... "I seek refuge in Allah from the accursed satan's temptation"

Description of Context:

- Setting and Scene : the dialogue occurs at the VID classroom, where T opens studying in front of S of members of VID class.
 Participants : T: *Ustadzah* Ni'mah
 S: All students
 Act Sequence : T asks S to open their study by praying together.

Utterance (1) contains in act of **Ordering** because the speaker orders the hearer to do something. In utterance (1) the speaker orders the hearer to pray together before open the study, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement. Besides being realized by using **let's**, an act of ordering done by English teacher in elementary level can also be realized in adverb phrase being preceded by verb. See the following data:

- [7]T : **Clap your hand! (7)**
 S : Prok prok prookkk

Description of Context:

- Setting and Scene : the dialogue occurs at the VID classroom, where T teaching S of students of VID class.
 Participants : T: *Ustadzah* Ni'mah
 S: All students
 Act Sequence : T asks S to clap their hand together.

Utterance (7) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (7) the speaker orders the hearer to clap their hand together and they do it, the speaker is the older one than the hearer, the verb is put in the front of utterance and to strengthen the statement. The researcher also found 4 utterances containing directive acts by paradigm case requesting as follow:

- [12]T : Ok my students, now we will study about compass. *Ustadzah* will remind you before we study. So, you must listen and repeat me, after *Ustadzah*.
Please, you can stand up my students! Stand up, please! Than we do it together, same with my hand eaaa. If Usrtadzah say "north" you must, you must turn a left and than your hand eaaa.
 Ok! Bima, **can you stand up? (12)**
 Ok, never mind Bima stand up with me, never mind. Lohhhhh, never mind.

All : haahaaahaa

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T studying in front of S of members of VID class.
 Participants : T: *Ustadzah Ni'mah*
 S: All students
 Act Sequence : T asks S to stand up together.

Utterance (12) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (12) the speaker asks the hearer to stand up together to practice compass direction, the speaker used the sentence politely and officially, the sentence used the specific characteristic there is using the word "Please" and "Can". Besides being realized by using **can** and **please** in the front of utterance, an act of requesting done by English teacher in elementary level can also be realized in noun phrase by using **please** in the end of utterance. See the following data:

[13]T : Ok, **Attention, please! Attention please,** (13) eaaa.
 One, two, three! Follow *Ustadzah!* North!

Description of Context:

Setting and Scene : the dialogue occurs at the VID classroom, where T studying in front of S of members of VID class.
 Participants : T: *Ustadzah Ni'mah*
 S: All students
 Act Sequence : T asks S to stand up together.

Utterance (13) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (13) the speaker asks the hearer to give attention to the speaker, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Please".

2. Directive Acts Found in English Teachers' Talk in Classroom Interaction in Junior High School

The researcher found 22 utterances containing ordering acts and 11 utterances containing requesting acts by paradigm case requesting as follow:

[2](*Students make noisy and the teacher leave them*)
 T : Ayo... **Hurry up!** (2)

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T supervises S of IXA class when they do the exercise.
 Participants : T: *Ustadzah Tuti*
 S: All students
 Act Sequence : T asks S to do their exercise quickly.

Utterance (2) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (2) the speaker orders the hearer to do the exercise quickly, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement. Besides being realized by using **hurry**, an act of ordering done by English teacher in junior high school level can also be realized in adverb phrase being preceded by verb. See the following data:

[3]T : Faiz, what do you talking about?
Keep Silent! (3)
(Students do the exercises and make noisy while the teacher writing on her book).

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T gives English exercises in front of S of members of IXA class.
Participants : T: *Ustadzah* Tuti
S: All students
Act Sequence : T asks S to keep silent when they do their exercise.

Utterance (3) contain in act of **Ordering** because the speaker orders the hearer to do something. In utterance (3) the speaker orders the hearer to keep silent when they do the exercises, the speaker is the older one than the hearer; the verb is put in the front of utterance and to strengthen the statement. The researcher also found 11 utterances containing requesting acts by paradigm case requesting as follow:

[20](Students make noisy)
T : Enough *eaaa, yuk...*
Ok, we can discuss now. From Fa'iq. Fa'iq, **you can read about the notice name. (23)**
S9 : Number one?
T : *Eaa*, number one. Students!
Hallo... **silent please! Concentration please! (24)**

Description of Context:

Setting and Scene : the dialogue occurs at the IXA classroom, where T and S of members of IXA class correct the exercises.
Participants : T: *Ustadzah* Tuti
S9: The member of IXA class
S: All students
Act Sequence : (23) T asks S1 to read and answer the exercise number one.
(24) T asks S to keep silent and concentration of their correcting.

Utterance (23) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (23) the speaker asks the hearer to read and answer the exercise number one, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Can". Utterance (24) contain in act of **Requesting** because the speaker asks the hearer to do something politely and officially. In utterance (24) the speaker asks the hearer to keep silent and concentration of their correcting, the speaker used the sentence politely and officially, the sentence used specific characteristic there is using the word "Please".

3. *The Directive Acts Formally Realized in English Teachers' Talk in Classroom Interaction.*

a. *The Directive Acts Formally Realized in English Teachers' Talk in Elementary School*

In this stage, the researcher found 15 utterances that containing head act only, alerter + head act and alerter + head act + supportive move. Here were the explanations.

1. Head Act Only

The realization of directive acts in English Teacher's talk in Elementary school only found in imperative sentences uses head act only. The speaker uses imperative verb (V1) only such as in utterance 5, 6, 9, uses imperative verb + object as in utterances 4, 7, 8, 10 and only in utterance 2 uses object with hidden verb. The speaker also uses elliptical construction.

2. Alerter + Head Act

The speaker uses imperative sentences by using imperative verb (V1), using alerter "ok" and "please" directly, hidden subject and also using exclamation "please" to make the language more polite, as like utterances 13 and 14. In declarative sentence, the speaker uses alerter "let's" and "please" directly, begins with subject and followed by verb as utterance 11, then the speaker uses modal "can" to begin the utterance 15. Then, the speaker applied interrogative sentence by formula alerter "ok" and followed by question tag that use modal "can" as like utterance 12.

3. Alerter + Head Act + Supportive Move

The speaker found 1 utterance imperative sentence with form alerter counting, head act followed without subject and also supportive act to clarify the head act as utterance 3. In declarative sentence, the speaker only uses 1 utterance also that has for alerter "let's", head act (subject + verb + object) and also supportive mode to clarify the head act as utterance 1.

b. *The Directive Acts Formally Realized in English Teachers' Talk in Junior High School*

In this stage, the researcher found 34 utterances that containing head act only, head acts + supportive move, alerter + head act and alerter + head act + supportive move. Here were the explanations.

1. Head Act Only

The researcher found 5 utterances containing imperative sentences only. The imperative sentence using imperative verb (V1) + object and exclamation mark to clarify the sentences.

2. Head Act + Supportive Move

The speaker applied head act + supportive move by imperative sentence only. The researcher found 5 imperative sentences by using supportive move to clarify head act. The form of imperative sentences is subject + object and supportive move "again" "ok" and "please".

3. Alerter + Head Act

In this stage, the researcher found 19 utterances of 14 imperative sentences and 5 declarative sentences. The speaker use alerter “hello”, “ok”, “let’s”, exclamation “please” and modal “must” in imperative form as utterances 2, 4, 5, 6, 7, 14, 15, 21, 24, 25, 26, 28, 29 and 33. The speaker uses simple present tense pattern in declaring the information and applied subject followed by verb and modal “must” and “can” as like utterances 8, 23, 30, 31, and 32.

4. Alerter + Head Act + Supportive Move

The researcher found 5 utterances containing 1 imperative sentence, 3 declarative sentences and 1 interrogative sentence. The speaker uses imperative verb “let” and supportive move to clarify the sentence as utterance 10. The speaker uses particle “hello” and simple present pattern in declaring the information and supportive move as the clarifying of sentences as like utterance 9, 16 and 22. Then, the speaker uses question tag by modal “can” as utterance 27.

4. The Comparison of Directive Acts Found in both Levels of Education.

In this stage, the researcher presents the comparison of directive acts found both level of education by their frequency of occurrences. The result of the counting was transformed into percentage. In this stage the researcher use the pattern as follow:

$$P = \frac{f}{N} \times 100\%$$

Where P is symbol of percentage, *f* is the frequency of the occurrences each type directive acts and N is the total number of directive acts found in the entire data. From the percentage the researcher know which type of directive acts is dominantly used.

Table 2. Frequency of Directive Acts Found in Elementary School

No	Types of Directive Acts	<i>f</i>	%
1.	Ordering	11	73,3%
2.	Requesting	4	26,7%
N		15	100%

Table 3. Frequency of Directive Acts Found in Junior High School

No	Types of Directive Acts	<i>f</i>	%
1.	Ordering	22	64,7%
2.	Requesting	12	35,3%
N		34	100%

Based on the findings above, the researcher found 15 utterances in Elementary school containing ordering totaled 11 utterances or 73,3% and requesting 4 or 26,7%. Then in Junior High School the researcher found 34 utterances containing 22 utterances or 64,7% for ordering and 12 utterances or 35,3% for requesting. Yet, the researcher did not find any utterances containing advising and suggesting of English teachers’ talk.

CONCLUSION AND SUGGESTION

From 4 types of directive acts, only 2 types that found in English teachers' talk in classroom interaction in Elementary School. The researcher found 11 utterances contain ordering acts that is the speaker's utterance to hearer to order something and 4 utterances contain requesting act that is the speaker's utterance to hearer to do something politely and officially. Then, the researcher found 22 utterances contain ordering acts and 12 utterances contain requesting acts, researcher the researcher did not find any utterances containing advising and suggesting of English teachers' talk in classroom interactional in Junior High School.

English teacher's talk in elementary school used 8 sentences of *head act only* with the forms of imperative sentence. The speaker used 5 sentences of *alerter + head act* with the forms of 2 imperative sentences, 2 declarative sentences and 1 interrogative sentence. Then, the speaker used 2 sentences of *alerter + head act + supportive move* with the forms of 1 imperative sentence and 1 declarative sentence. English teachers' talk in Junior High School used 5 sentences of *head act only* with the forms of imperative sentence. Then, 5 sentences of *head act + supportive move* with the forms of imperative sentences. Furthermore, the speaker used 19 sentences of *alerter + head act* with the forms of 14 imperative sentences and 5 declarative sentences. The researcher also used 5 sentences of *alerter + head act + supportive move* act with the forms of 1 imperative sentence, 3 declarative sentences and 1 interrogative sentence.

The comparison of directive acts found in both levels of education are 73.3% for ordering utterances and 26.7% for requesting utterances of English teacher's talk in Elementary school. Then 64.7% for ordering utterances and 35.3% for requesting utterances of English teachers' talk in Junior High School. The researcher suggest for the teacher to use variation of language to convey more directive acts. Therefore, the researcher hopes that the English teacher especially in speaking suppose that not only use ordering and suggesting, but also suggesting and advising; so that student know all of the types of directive acts. Teacher do not use directive acts such as imperative form only, but also use declarative and interrogative. Future researchers that they can conduct the research with the same topic but in different subjects. The next researcher can use the English teachers' talk in different levels, from senior high school until university.

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