

**DIRECTIVE SPEECH ACTS OF PRE-SERVICE INDONESIAN LANGUAGE
TEACHERS IN CLASSROOM MANAGEMENT:
A CASE STUDY IN PRIMARY EDUCATION**

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ABSTRACT

This study aims to comparatively analyze the types and functions of directive speech acts employed by male and female pre-service Indonesian language teachers within classroom management contexts at the primary education level. Utilizing a qualitative case study design, data were derived from transcribed teaching practice videos documented on YouTube and subsequently validated by experts in applied linguistics. Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña. The findings reveal distinct gender-based patterns: male pre-service teachers predominantly utilize instructive-focused directives characterized by directness and procedural clarity to establish classroom structure and authority. Conversely, female pre-service teachers more frequently employ persuasive, collaborative, and mitigative strategies (involvement-focused), leveraging positive politeness markers to foster voluntary student participation. These patterns illustrate how gender identity shapes the exercise of linguistic authority in primary classroom dynamics. The study concludes that effective classroom management does not rely on a singular communicative style but rather on teachers' pragmatic flexibility in balancing instructional firmness with interpersonal sensitivity.

Keywords: directive speech, classroom management, gender, pre-service teachers

ABSTRAK

Penelitian ini bertujuan menganalisis secara komparatif jenis dan fungsi tuturan direktif yang digunakan oleh mahasiswa PPG Prajabatan Bahasa Indonesia laki-laki dan perempuan dalam konteks manajemen kelas di tingkat pendidikan dasar. Menggunakan pendekatan kualitatif dengan desain studi kasus, data diperoleh dari transkripsi video praktik mengajar yang terdokumentasi di platform YouTube, kemudian divalidasi oleh pakar linguistik terapan. Analisis data mengadopsi model interaktif Miles, Huberman, dan Saldana. Hasil penelitian mengungkap pola diferensiasi berbasis gender: mahasiswa laki-laki cenderung mendominasi tuturan direktif yang bersifat instruktif, lugas, dan prosedural (instructive-focused) untuk menegaskan struktur dan otoritas kelas, sedangkan mahasiswa perempuan lebih

banyak menerapkan strategi persuasif, kolaboratif, dan mitigatif (involvement-focused) dengan memanfaatkan penanda kesantunan positif guna mendorong partisipasi sukarela peserta didik. Perbedaan ini merefleksikan bagaimana identitas gender memengaruhi ekspresi kekuasaan linguistik dalam dinamika pembelajaran dasar. Simpulan menegaskan bahwa efektivitas manajemen kelas tidak ditentukan oleh satu gaya tuturan, melainkan bergantung pada fleksibilitas pragmatis calon guru dalam mengintegrasikan ketegasan instruksional dengan kepekaan interpersonal.

Kata Kunci: tuturan direktif, manajemen kelas; gender, mahasiswa PPG prajabatan

A. Introduction

From a macro perspective of educational management, the effectiveness of the learning process depends not only on teachers' mastery of subject matter but also on their managerial capacity to organize classroom interactions (Aini et al., 2026; Anggiawati et al., 2026; Wardana et al., 2026; Wulandari & Ulya, 2025; Dwikafenya et al., 2026). A teacher's success in managing classroom dynamics significantly determines educational outcomes, as ineffective management frequently constitutes a primary obstacle to the delivery of pedagogical content (Kariyati et al., 2024; Alwi et al., 2025; Boeriswati et al., 2021; Ulya, 2025).

A central pillar of classroom management is instructional communication, constructed through patterns of verbal interaction between teachers and students (Karina et al.,

2026; Malik et al., 2026; Aulia et al., 2026; Noveria et al., 2026; Putri et al., 2026; Rahma et al., 2026; Revalina et al., 2026). Teachers function as managers who must regulate information flow, guide student behavior, and ensure precise execution of instructions to optimize instructional time. Consequently, mastery of communicative strategies, particularly in employing language functions as regulatory tools, represents a crucial competency that every professional pre-service teacher must acquire prior to full immersion in school-based practice.

The phenomenon of classroom management among students enrolled in the Pre-service Teacher Professional Education Program (Pendidikan Profesi Guru/PPG) often reveals complex pragmatic challenges during the transitional phase from student to practitioner. As teacher

candidates, they are expected to simultaneously demonstrate pedagogical authority and approachability through their utterances (Efrianto et al., 2024; Erni et al., 2025; Ulya et al., 2022; Ningsi & Ulya, 2025; Rachman et al., 2023). It is frequently observed that PPG students experience anxiety or inefficacy in formulating instructions, resulting in suboptimal classroom management and frequent miscommunication with students in field settings (Ramadhan et al., 2025; Rasyid et al., 2023; Ulya et al., 2023; Afrita et al., 2023; Ulya, 2024).

The diverse generational backgrounds and experiential histories of PPG pre-service students also contribute distinct characteristics to their approaches in managing classrooms. Psychological and sociolinguistic differences between male and female students are hypothesized to influence their preferences in selecting utterance forms when navigating challenging classroom situations (Ulya et al., 2013; Gidion & Ulya, 2025; Ulya & Jaya, 2015; Haryanti & Ulya, 2025; Hayati et al., 2022; Islami & Ulya, 2025). This phenomenon warrants deeper investigation, given that

gender identity often carries specific stereotypes regarding communicative assertiveness and gentleness, which directly impact classroom management styles (Afrita et al., 2021; Gani & Ulya, 2022; Ulya et al., 2017; Naini & Ulya, 2025).

Previous research on speech acts in Indonesian language learning has extensively examined classroom interactions. Swari (2025) identified directive speech acts as the most dominant type employed by teachers to instruct, request, and prohibit students during instructional processes (Swari, 2025). Meanwhile, research by Fajar and Puspitasari (2023) highlighted that pre-service teachers exhibit high reliance on command and question subcategories to ensure smooth instructional flow in lower secondary classrooms (Fajar & Puspitasari, 2023).

Gender-related aspects of teacher communication have also emerged as a growing topic in recent literature. Putra and Tressyalina (2024) found significant differences in the variety of directives used: female teachers tended to employ a broader range of utterance types, such as suggesting and advising, whereas male teachers preferred direct

commands without preliminary framing (Putra & Tressyalina, 2024). Furthermore, Andriana and Tressyalina (2022) reported differences in adherence to politeness maxims, with male and female teachers exhibiting distinct patterns of maxim violation when issuing classroom directives (Andriana & Tressyalina, 2022).

Studies specifically focused on PPG students indicate that their pragmatic competence remains developmental and is highly influenced by practicum environments. Vernawati and Pramujiono (2022) observed six types of directives in PPG students' teaching practices including requests, prohibitions, and permissions all oriented toward managing learning activities (Vernawati & Pramujiono, 2022). However, most existing studies remain descriptively singular and have not yet engaged comparative analyses that consider gender as a differentiating factor in classroom management.

Although the literature on teachers' directive speech acts is relatively well-established, a noticeable research gap exists at the pre-service teacher level. Most

existing research focuses on certified or experienced teachers, leaving the communicative patterns of PPG students, who are still in the formative stages of professional development insufficiently documented. Moreover, direct comparisons between male and female PPG students within the context of Indonesian language classroom management remain scarce in reputable journal databases.

The novelty of this study lies in its focal subject: pre-service PPG students, examined through a gender-based comparative approach to analyze classroom management from a linguistic perspective. This research not only quantifies the frequency of speech acts but also analyzes the functional roles of directive utterances in addressing specific managerial situations within Indonesian language classrooms. By integrating analyses of utterance types and their managerial functions, this study offers a new perspective on how teacher candidates' gender identity influences their construction of authority and order in classroom settings.

The primary objective of this study is to comprehensively map the similarities and differences in the types and functions of directive

speech acts employed by male and female PPG students in classroom management. The urgency of this research is underscored by its potential to serve as critical evaluative material for PPG program administrators in designing pedagogical communication curricula that are more responsive to practical field needs. By understanding the linguistic characteristics of teacher candidates, we can enhance the effectiveness of Indonesian language instructional management, fostering more adaptive and professional practices in the future.

B. Research Method

This study employs a qualitative approach with a case study design to conduct an in-depth examination of the dynamics of directive speech acts within the classroom management practices of pre-service Indonesian language teachers. The case study design was deemed most appropriate, as it facilitates an intensive exploration of contextual and unique linguistic phenomena specific to the Teacher Professional Education Program (PPG) cohort. The research subjects comprised male and female PPG students currently engaged in

teaching practicum, selected to yield comprehensive comparative data on interaction patterns and classroom management strategies from a gender-based perspective.

Data collection was carried out through non-participant observation of teaching practice video recordings uploaded by PPG students on the YouTube platform. The researcher performed orthographic transcription of all teacher utterances to systematically capture the types and functions of directives that emerged naturally during classroom management processes. To ensure the reliability and validity of the findings, the transcribed and categorized data were subsequently subjected to expert validation by Dr. Ridha Hasnul Ulya, M.Pd., an applied linguistics specialist from the State University of Padang. The expert's involvement provided a critical review and validation of the pragmatic analysis, thereby enhancing the trustworthiness and academic rigor of the data interpretation.

Data analysis was conducted following the interactive model developed by Miles, Huberman, and Saldaña, which comprises three concurrent phases: data

condensation, data display, and conclusion drawing/verification. During the initial phase, data condensation involved selecting, focusing, and simplifying directive utterance data relevant to classroom management functions for both male and female subjects. Subsequently, the data were organized into descriptive narratives and comparative tables to elucidate significant differences or convergences in utterance patterns between the two gender groups. The final phase entailed inductively drawing conclusions to characterize classroom management practices through the directive utterances employed by future Indonesian language teachers. These conclusions were rigorously verified through continuous cross-referencing with the original transcription data.

C. Findings dan Discussion

This section presents the findings regarding the types and functions of directive speech acts employed by male (Subject I) and female (Subject II) pre-service Indonesian language teachers in the context of classroom management. The data were classified according to

a taxonomy of directive speech acts encompassing commands, requests, invitations, and permissions.

1. Typology of Directive Speech Acts: Male Pre-Service Teachers

Analysis of Subject I's teaching practice transcripts reveals a tendency toward instructional and direct directive speech acts. The male pre-service teacher frequently employed commands and requests to regulate instructional pacing and maintain classroom order. His directives predominantly emphasized procedural aspects. Utterances such as "*I request...*" and "*Now discuss...*" indicate a directive leadership style that nonetheless preserves politeness through formal lexical choices. This strategy effectively establishes clear authority boundaries between teacher and students from the outset of the lesson.

2. Typology of Directive Speech Acts: Female Pre-Service Teachers

Subject II demonstrated a more persuasive and collaborative range of directives. She utilized discourse markers and flexible lexical choices to foster emotional rapport with students without compromising classroom control. The female teacher frequently embedded persuasive elements into

her classroom management. The use of modal verbs such as "*can*" and "*may*," alongside discourse particles "*dong*" and "*ya*," functioned to mitigate the coercive nature of the directive speech acts. This created a more fluid classroom atmosphere while remaining under the teacher's instructional oversight.

3. Comparative Analysis

The comparison between the two subjects reveals significant differences in linguistic strategies for classroom management. The male teacher predominantly employed formal directive strategies focused on instructional precision. In contrast, the female teacher emphasized interpersonal-persuasive functions aimed at fostering voluntary student engagement. The male teacher's tendency to use direct commands like "*Sit up straight*" or "*Imagine that you...*" reflects an effort to build authority through physical and cognitive regulation of students. Meanwhile, the female teacher's utterance "*I will give you time...*" demonstrates the utilization of gender identity as a nurturing yet managerial figure who sets deadlines communicatively. Although both subjects shared the same managerial goal, classroom

order and continuity of instructional flow, their divergent choices in directive speech acts reflect how gender perceptions shape the manifestation of authority in Indonesian language classrooms.

4. Discussion

The findings indicate that directive speech acts are not merely linguistic instruments for conveying intent, but rather manifestations of power strategies and classroom space management. Pragmatically, the use of directives by male and female pre-service teachers reflects differing self-positioning relative to students. Subject I tended to employ *bald-on-record* strategies, heavily imbued with authoritative undertones. This aligns with Searle's (1969) assertion that directives aim to elicit action from the hearer in accordance with the speaker's wishes, in this case, instructional compliance. This style demonstrates that the male teacher prioritizes procedural message efficiency to establish firm professional boundaries, which Rahardi (2020) identifies as an affirmation of masculine identity in pedagogical communication.

From a classroom management perspective, the dominance of

commands and requests in Subject I's discourse serves as a tool for physical and psychological student regulation. Utterances like "*Sit up straight*" or "*Pay attention, please*" aim to establish a structured learning environment. Consistent with Evertson and Emmer's (2020) classroom management framework, this instructional style is highly effective during initial learning phases for establishing norms and routines. Pragmatically, however, the minimal use of mitigation or softening strategies risks creating a wide social distance between teacher and students. This validates Tannen's (1990) concept of *report talk*, wherein males tend to use language to maintain status and autonomy within social hierarchies, including educational settings.

Conversely, the female pre-service teacher exhibited a communication style more oriented toward interpersonal rapport. The use of discourse markers like "*ya*" and "*dong*," alongside modal verbs such as "*can*" and "*may*," functioned as mitigation devices to reduce the illocutionary force of the directives. Pragmatically, this aligns with Brown and Levinson's (1987) *positive*

politeness strategy. The female teacher sought to minimize social distance, positioning students as collaborative partners in learning rather than mere recipients of instructions. This demonstrates that female teachers manage classrooms through linguistic persuasion capable of reducing student resistance to directives (Tressyalina & Andriana, 2022).

The extensive use of *permission* and *invitation* functions by the female teacher indicates the application of democratic classroom management. Utterances such as "*Those who wish to share their opinions may do so*" provide students with agency over their own participation. In pedagogical communication, this is crucial for establishing an emotionally safe classroom climate (Fraser, 2012). Pragmatically, female teachers tend to adhere to Leech's (2014) generosity and agreement maxims to preserve students' face in front of peers. This approach enables classroom management without appearing authoritarian, while still achieving instructional objectives through active collaboration.

The lexical divergence between the two subjects also touches upon

sociopragmatic dimensions within Indonesian communicative culture. The male teacher's more formal and standardized language tends to be perceived as representing a *paternal figure* demanding compliance. Conversely, the female teacher's more flexible style is viewed as a *maternal figure* providing guidance. Despite both being professional teacher candidates, the internalization of these gendered norms unconsciously influences their practicum performance. Gunarwan (2007) asserts that a speaker's social background fundamentally shapes speech act formulation. This phenomenon indicates that classroom management is not merely a pedagogical technique, but also a negotiation of social expectations regarding gender roles through language.

When linked to modern classroom management concepts, the male teacher's instructional style strongly supports *organization and clarity*, whereas the female teacher's style fosters a *supportive climate*. Both are core pillars of teaching efficacy (Marzano, 2003). The male teacher successfully managed activity transitions through direct commands,

aligning with Kounin's (1970) concept of *smoothness and momentum*. Conversely, the female teacher excelled in cultivating *withitness* continuous situational awareness maintained through sustained interaction, albeit wrapped in softened directives.

Classroom management success hinges on context-appropriate deployment of directive speech acts (*pragmatic competence*). Inadequate management of directive force can lead to communicative failure and classroom disruption (Yule, 1996). The male teacher's findings show that authority can be built through linguistic consistency, though vigilance is required to avoid potential student psychological tension. The female teacher's findings demonstrate that linguistic softness can enhance participation, yet teachers must guard against instructional authority being perceived as weakness if overly mitigated (Lakoff, 1975).

Transcript analysis further revealed that female pre-service teachers frequently employed questions as disguised directives. "*Could you please raise your hands?*" is literally a question but pragmatically functions as a command to participate.

This indirect speech act strategy represents linguistic intelligence in classroom management without overt commanding (Searle, 1975). This aligns with student-centered management principles, where teacher control is implicit through activity design and cognitively stimulating guidance rather than mechanistic instruction.

Within the PPG pre-service context, these findings hold significant implications for developing pedagogical and pragmatic competencies. Teacher candidates must recognize that linguistic choices directly impact student classroom behavior. PPG curricula should not only focus on content mastery but also on contextual and gender-sensitive instructional communication training. Knowledge of how to deliver directives that are both polite and assertive (*assertive communication*) is crucial for addressing diverse student profiles in contemporary schools (Noddings, 2012).

This discussion affirms that no single classroom management style is inherently superior based on gender. Rather, management effectiveness lies in teachers' capacity for strategic communication adaptation according

to dynamic classroom situations. Male teachers can learn to employ greater mitigation in empathy-requiring contexts, while female teachers can develop more direct-instructional approaches during emergencies or when addressing severe disruptive behavior. The synergy between instructional authority and interpersonal empathy, mediated through directive speech acts, constitutes the ideal framework for future professional Indonesian language teachers.

D. Conclusion

Based on the analysis and discussion presented, it can be concluded that there is a significant disparity in linguistic styles between male and female PPG students in their use of directive speech acts for classroom management. Male pre-service teachers tend to employ direct, procedural, and authority-oriented strategies, predominantly utilizing command functions to establish structured classroom order. Conversely, female pre-service teachers emphasize persuasive and collaborative approaches, leveraging positive politeness strategies and utterance mitigation to foster a more

fluid, affective, and democratic classroom climate. These findings underscore how gender construction implicitly shapes preferences in speech act formulation when managing instructional dynamics in Indonesian language classrooms.

The implications of these findings suggest that classroom management effectiveness does not hinge on a singular communicative style, but rather on teachers' pragmatic adaptability in responding to the evolving demands of dynamic learning environments. The observed diversity in directive strategies between male and female subjects reveals a complementary repertoire of communicative tactics that can be synergistically integrated into professional teaching practice. Consequently, Teacher Professional Education (PPG) programs should incorporate the development of sociopragmatic competence into their curricula. This integration will equip pre-service teachers with the communicative flexibility required to balance instructional firmness with interpersonal empathy, thereby enabling classroom management that is conducive, inclusive, and oriented toward student success.

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