



Gender Based Teacher Directive Speech Acts in Religious Learning Process at Islamic High School

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ABSTRACT

This research aims to explain the form of directive speech acts used by male teachers and female teachers as well as the differences in Islamic high school. This type of research is qualitative research using descriptive analysis method. The data of this research is the directive speech of male teachers and female teachers. The data collection of this research used the free listening technique. Data validation uses triangulation technique while the data analysis technique is done through three stages, namely the reduction stage, data presentation, and drawing conclusions. There are three findings obtained from this research. First, the speech act that is often used by male teachers is the speech act of ordering while the speech act of begging is rarely used. Second, the speech act most often used by female teachers is the speech act of telling while the rarely used speech acts are begging and advising. Third, the difference is that male teachers use directive speech acts of telling using ordinary imperative sentences, while female teachers use directive speech acts of telling using imperative imperative sentences. The novelty in this research is that there is no previous research that examines the speech acts used by male teachers and female teachers in religious subjects in a madrasa with Mandailing cultural background.



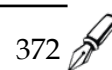
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INTRODUCTION

The concept of speech act as an individual symptom that arises from the speaker's self, is psychological and its continuity is determined by the speaker's language skills, making speech can be influenced by genre or gender (Arifa & Widodo, 2015; Handayani et al., 2014). Speech acts between men and women often occur especially between teachers and students (Pratiwi & Puspitasari, 2023; Kurniasih, 2016). Thus, there will be differences between the speech of male teachers and female teachers in interacting with students (Marizal & Tressyalina, 2021).

The speech acts that are often used by teachers in the learning process are directive speech acts (Afdhaliyah & Haq, 2021; Setyawan, 2020). Directive speech acts are speech acts performed by the speaker with the intention that the interlocutor performs the action mentioned in the speech. The context of the speech situation must include several aspects, namely the speaker (speaker) and the interlocutor (listener), the context of the speech, and the purpose of the speech (Utari, 2020; Mulyani, 2015). Teachers and students in communication act as speakers and listeners alternately.

Speech acts used by male teachers and female teachers can occur anywhere including in the context of the workplace (Kentary, 2015; Apriastuti, 2017) One of the workplace contexts is the educational setting, namely between students and male teachers and female teachers with differences in age, culture, social identity as feminine and masculine also occur in the way



people interact and communicate with each other (Zulkarnain, 2018; Setiyaningsih, 2015). Men and women have differences in delivering speech. Jespersen (in Kurniawati et al., 2018) said that women usually use more sweet words and speak faster, whereas men do not use sweet and beautiful words, and speak as needed. A teacher, both male and female teachers, when communicating with students, aims to make the students do something according to the content of the speech (Wati, 2017; Mandra, 2018). Teachers try to convey a speech to students (either by telling, begging, suggesting, inviting, and so on) so that students are interested in following their lessons (Amurwani, 2021).

Based on initial observations made in the religious learning process at Private Madrasah Aliya Batahan Silaping, one of Islamic high school in Silaping, West Sumatra Province, there is a fundamental difference, regarding the use of directive speech acts by male teachers and female teachers when teaching. Students are more interested in receiving explanations when learning with female teachers, because female teachers can choose speech acts that make students feel considered and involved in the learning process while learning with male teachers, students are less happy with it (Jannah, 2022; Alia, 2022). One of the causes of the learners' displeasure is due to the male teacher's directive speech acts which are felt to be coercive, making students uninterested in the teacher's instructions, as a result the expected learning process does not run smoothly (Safitri et al., 2021).

Sundoro (2020) discusses the use of code switching in Indonesian language learning from a gender perspective. The results of this research concluded that the use of code switching was more common in classes with male teachers than with female teachers. According to research conducted by Diana, it can be learned that Multiethnic students in Indonesia have an opinion on the level of politeness of speech acts of prompting in Indonesian in order from polite to less polite (Diana, 2020). Research on teachers' directive speech acts has been done. Recent research on this subject has been conducted by Nurpadillah (2019), Ajmadewi (2021), and Hidayanti (2022), among others. However, from the reviews that have been done, no one has examined the directive speech acts of teachers based on gender. This needs to be done to see if there are differences in directive speech used by male teachers and female teachers. Because, the type of sentence affects one's speech acts. That is one of the novelties owned by this research so that this research is worth doing.

Silaping is an area located on the border of North Sumatra and West Sumatra. This area is right in Ranah Batahan sub-district, West Pasaman district, West Sumatra Province. The native speakers are Mandailing ethnic. The daily lives of Silaping people ranging from farmers, teachers, pedicab drivers, traders, employees, clerics, doctors and so on use Mandailing and Indonesian as a medium when interacting. Madrasah Aliyah Swasta Islamiyah Batahan Silaping or often referred to as Private Madrasah Aliyah Batahan Silaping is a madrasah that is famous for its quality, which balances general field learning with religious learning (Arabic language subjects, Aqidah Akhlak, Islamic Culture History, Fiqh, and Quran Hadith).

The novelty of this research is to see if there are differences in directive speech used by male and female teachers. This is because gender affects one's speech acts. That is one of the factors of this research worth to be done. Thus, the researcher has analyzed, first, the form of speech acts used by male teachers. Second, the form of speech acts used by female teachers. Third, the difference in the use of directive speech acts of male teachers and female teachers in explaining religious learning.

RESEARCH METHOD

Type and Method of Research

This type of research uses descriptive analysis method and is qualitative in nature because this research only provides a description of the form of directive speech acts of male teachers and female teachers and the form of differences in directive speech acts in religious learning which is described clearly, systematically, and accurately as it is in the field.

Research Instrument

The instrument in this research is the researcher himself directly collecting data on the form of directive speech acts used by teachers in the process of religious learning.

Data and Data Source

The data of this research are directive speech of male teachers and female teachers in religious learning. The data sources of this research are male teachers and female teachers in religious learning.

Data Collection Technique

The technique used in data collection in this research is the free listening technique. The researcher is only an observer who with great interest diligently listens to what is said by people who are immersed in the dialogue process.

Data Validation Technique

The data validation technique used in this research is to use triangulation techniques. The most widely used triangulation technique is checking through other sources. In this research, another source that can be used is the research subject to double-check the data produced by the researcher which is the same as that described by the informant.

Data Analysis Technique

Techniques for analyzing qualitative data are inductive, which is an analysis built on the data collected and then transformed into a hypothesis. This research's data analysis method is based on the theory put forward by Miles and Huberman (1992), which offers three stages: data reduction, data presentation, and data inference.

The research flow can be explained through the following chart.

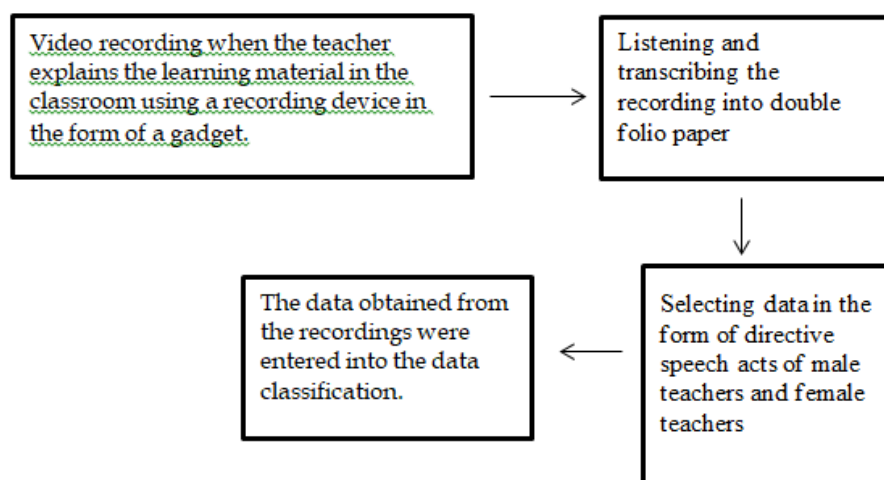


Figure 1. The research flow

RESULTS AND DISCUSSION

Results

The results of this research are divided into 2 parts, namely (1) the form of directive speech acts used by male teachers with Mandailing cultural background in the religious learning, and (2) the form of directive speech acts used by female teachers with Mandailing cultural background in the religious learning process.

Forms of Directive Speech Acts of Male Teachers in Religious Learning

The form of directive speech acts used by male teachers in religious learning is the speech acts of suggesting, ordering, forbidding, pleading, and advising. The number of directive speech acts used by male teachers can be seen in the following Table 1.

Table 1. Male teacher's form of directive speech

No	Directive Speech Acts	Amount
1	Suggesting	4
2	Prompt	62
3	Prohibit	10
4	Request	3
5	Advising	6
Total		85

Suggest

The directive speech act of suggesting is used to encourage the interlocutor to carry out activities in accordance with the wishes of the speaker. The following is presented the speech act of suggesting spoken by male teachers to students in religious learning.

Nah, saya sarankan, Kholilah. Kalau ada kegiatan kita yang berhubungan dengan baca Quran, kamu ikut ya! [Well, I **suggest**, Kholilah. If there are any of our activities related to reading the Quran, you should join]

Indexical Information:

The teacher is listening to students reading the Quran in turn. Kholilah's turn to read the Quran to the front of the class, the teacher was moved by her recitation. After reading the Quran, the teacher suggested to Kholilah to join the Quran reading activity at the madrasah.

The data above includes suggestive speech. The teacher suggested Kholilah to join activities related to reading the Quran because Kholilah's voice and tajweed were very good. The directive suggestive speech delivered by the teacher is characterized by the sentence I suggest which is spoken directly by the teacher to Kholilah.

Ordering

The speech act of telling is a speech act that is done by the speaker to the speech partner to do something ordered by the speaker. The speech act of ordering used by male teachers in religious learning was found to be the most of other directive speech acts.

Untuk memulai pembelajaran kita hari ini, silakan baca basmallah! [To start our learning today, **please** read basmallah]

Indexical Information:

The teacher fills in the student attendance list, after being ready to take attendance, the teacher opens the lesson by telling students to surrender to Allah by saying "basmallah".

The data above is a directive speech act of telling. The speech act of telling is a speech act in which the speaker tells the speech partner to do something in accordance with the speech conveyed by the speaker. The teacher told the students to recite "basmallah" before starting the lesson. Data (4) is included in the classification of the imperative sentence of giving permission because it is marked with the word "please".

Prohibit

The directive speech act of prohibiting is a speech act that orders not to do something or not to allow doing something. This forbidding speech act is a speech act conveyed by the speaker to prevent speech partners from doing something.

Tidak boleh bertiga, satu buku! [**Forbid** to use one book for three people!]

Indexical Information:

Akmal did not bring his Fiqh worksheet book. Akmal moved to the side of his friend, who only had one worksheet book with his classmate. The teacher forbade Akmal to move to that place.



The data above is a form of directive speech act of prohibiting because it is marked with the marker not allowed. The teacher uses the word not allowed to prohibit the student (Akmal) from moving to his friend's place who only has one book with his friend, because later it will be difficult to listen if the three of them only have one book.

Begging

The directive speech act of begging is a speech act that expects speech partners to fulfill the speaker's wishes politely. Usually, the directive speech act of begging is characterized by the word please. The following are presented some of the speech acts of begging spoken by male teachers in religious learning.

Jadi tolong diperhatikan di rumah kembali. [So, **please** give attention when you're at home]

Indexical Information:

The teacher is introducing *mekharijul huruf* to the students. There are students who cannot distinguish the sounds of the letters *Sin*, *Shin*, *Tsa*, and *'Ain*. The teacher teaches the student to pronounce the letters.

The above speech act is categorized as begging speech act. It is categorized as directive begging because the teacher asks for help from the students to repeat the sounds of the hijaiyah letters at home, so that the children are more fluent in mentioning the sounds of Quran letters. The data above uses the help marker to ask students to pay more attention to the sound of the letters of the Quran, not only at school, but also at home.

Advising

The directive speech act of advising is a speech act intended to make the speech partner affected by the good things conveyed by the speaker. Directive speech acts in the category of advice are instructions that contain good lessons learned from the speaker that can be used as a reason for speech partners to do something.

Hati-hati, jaga diri. Bergaullah dengan orang yang bisa menghargai kita. [**Be careful, take care of yourselves.** Just interact with person who respect you]

Indexical Information

The teacher is telling a case of slander in the last days. The teacher tells the students to be careful in associating with friends.

The data above is an advisory speech, because it is characterized by the phrase "be careful, take care of yourself". The lesson learned from the teacher's speech is to be careful and good at taking care of yourself in associating with friends, both friends in school and friends outside of school.

Forms of Directive Speech Acts of Female Teachers in Religious Learning

The forms of directive speech acts used by female teachers in religious learning are speech acts of suggesting, ordering, forbidding, pleading, and advising speech acts. Table 2 below is directive speech acts used by female teachers.

Table 2. Female teacher's form of directive speech		
No	Directive Speech Acts	Amount
1	Suggesting	13
2	Prompt	86
3	Prohibit	26
4	Request	7
5	Advising	7
Total		85

Suggesting

The directive speech act of suggesting is a speech act used to encourage speech partners to do something good according to the speaker for speech partners. The following are presented some suggestive speech acts done by female teachers in religious.

*Kalau main HP kamu, orang sedang belajar nggak tahu kamu yang ibuk jelaskan di depan. Rugi kamu, Nak. **Sebaiknya** kalian itu jadi contoh yang baik.* [If you play with your phone while studying, you won't understand what I have explained. It's not good for you, dear. **It's better** if you be a good example.

Indexical Information:

The teacher is warning a student (Ikram) who was caught playing with his cell phone while researching. In the warning, teacher advised the student to be an example to his younger classmates.

The data above is a suggestive speech by a female teacher. The teacher advised the student (Ikram) to be a good example to his younger siblings. Since they are already in class XII, it would be nice for them to leave positive actions in the school.

Ordering

The directive speech act of telling is a speech act performed by the speaker to the speech partner so that the speech partner does something ordered by the speaker. In this case the speaker must have more power or a higher level than the speech partner.

Juk ko Ikram denggan! (*Duduk baik-baik Ikram!*) [Sit well Ikram!]

Indexical Information:

Ikram (student) is sleepy during class. He fell asleep by putting his head on the table.

The data above is a directive speech act of telling. The speech act of telling is a speech act in which the speaker tells the speech partner to do something according to the speech conveyed by the speaker. There was a student who fell asleep in class by putting his head on the table. The teacher told the student to fix his sitting position with the sound "*Juk ko Ikram denggan*" (Sit well Ikram). Data (19) is included in the classification of imperative sentences because it uses loud intonation and the basic verb (sit).

Prohibit

The directive speech act of prohibiting is a speech act that orders not to do something or not to allow doing something. This prohibiting speech act is a speech act conveyed by the speaker to prevent the speech partner from doing something.

Jangan menghafal ketika guru menerangkan! [**Do not** memorize when teacher is explaining!]

Indexical Information:

The teacher is explaining the *Aqidah Akhlak* lesson but in front of the class. There are students who memorize other lessons during the lesson.

The data above is a form of directive speech act of prohibiting because it is marked with do not. The teacher uses the word do not to prohibit students from memorizing other lessons when the teacher is explaining or explaining the lesson that day, because later it will result in children not being able to receive learning properly (not focused).

Begging

The directive speech act of begging is a speech act that expects speech partners to fulfill the speaker's wishes politely. Usually, the directive speech act of begging is characterized by the words please and please.

*Ibuk **mohon** yang lain suaranya tolong dikondisikan.* [Madam **beg** to the others, please lower your voice]

Indexical Information:

The teacher and the students of class XII IPS are discussing the exam questions in class. There are some students who are noisy and do not listen to their friends answer the questions.

The data above is a pleading speech characterized by the word please. The teacher asked the students not to make noise when their friends were trying to answer the questions. In this context, the teacher reprimands students who are noisy in class, and asks them to listen to their friends properly.

Advising

The directive speech act of advising is a speech act intended to make the speech partner affected by the good things conveyed by the speaker. Directive speech acts in the category of advice are instructions that contain good lessons from the speaker that can be used as a reason for speech partners to do something.

Semua yang disampaikan guru itu untuk kebaikan kalian pribadi bukan untuk kebaikan orang lain. [Everything the teacher says is for your own good, not for the good of others]

Indexical Information:

Teachers often reprimand students but students do not listen to them. The teacher does not give up on advising the students.

The data above is an admonishing speech from the teacher to the students in class. The teacher reprimands students who do not listen. The teacher reminds the students with the sentence "Everything the teacher says is for your own good, not for the good of others". The lesson learned from the speech is that whatever is conveyed by the teacher to students is all for the good of students without exception.

Discussion

Differences in the Use of Types and Number of Directive Acts of Male and Female Teachers in the Religious Learning Process

In this research, researchers found only 4 speech acts of suggestion used by male teachers when explaining learning. Researchers found the number of suggestive speech acts used by female teachers amounted to 13 data. The directive speech act of telling is the most frequent speech act used by male teachers. The researcher found 62 data of speech acts of telling used by male teachers. Researchers found the number of speech acts of telling used by female teachers was 86 data. The speech act of forbidding used by male teachers is the most speech act after the speech act of telling which is found as much as 10 data. The directive speech act of forbidding is also the most speech act after the speech act of telling. Researchers found the number of speech acts of forbidding used by female teachers amounted to 26 data.

The researcher found the speech act of begging used by male teachers as much as 3 data only. The directive speech acts of begging used by female teachers are equal in number to the speech acts of advising which are both 7 data. The type of speech act of advising spoken by male teachers is different from the directive speech act of advising used by female teachers. The speech act of advising by male teachers was found as much as 6 data. The directive speech acts of advising used by female teachers were found as much as 7 data.

Differences in Functions and Markers of Directive Speech Acts by Male Teachers and Female Teachers in the Religious Learning Process

Based on the research findings, there are some differences in the functions and markers of directive speech acts of male teachers and female teachers in religious, as follows.

Based on the findings of the results of research conducted on male teachers, the speech acts of suggesting teachers' function, first so that students want to consider suggestions from teachers to participate in every Quran reading activity Second, so that students immediately know a knowledge before doing a practice. Third, the function is to strengthen and encourage students in question and answer in class. Next, the functions of the speech act of suggesting by female teachers are first, so that class XII students become good examples for class X and class XI. Second, students should memorize lessons at home, not in class when the teacher explains the lesson. Third, students should eat breakfast before going to school. Previous research conducted by Mulyani (2015) shows that the directive speech acts of suggestion used by teachers function to summarize learning topics and check students' understanding.

Judging from the results of the research, the markers of speech acts of suggestion used by male teachers are also different from female teachers. Male teachers give suggestions to students according to the learning material at that time. Male teachers when giving advice to students usually use markers I suggest, better and try. Whereas female teachers giving advice to students often use markers should, should, better, as good as, try, I suggest, and according to mom (Handayani, 2021; Wijayanti, 2021).

In the speech act section, the male teacher conveys the speech act of telling to function, first so that children are accustomed to surrendering before doing activities. Second, so that students immediately open their books. Third, so that students can recite recitations with a good breath. Then the female teacher in delivering orders to students with the aim of first, so that students sit in their seats and do not walk around during learning. Second, so that students' *wudhu* procedures are better than before. Third, so that learning is more effective and does not interfere with the concentration of the teacher and other students. Previous research conducted by Yuliarti (2015) shows that the most dominant directive speech acts in Javanese language learning are commanding directive speech acts.

Judging from the results of the research that the markers of speech acts of ordering used by male teachers are also different from female teachers. Male teachers when ordering students predominantly use ordinary imperative sentences, which are characterized by loud intonation and supported by basic verbs, while female teachers order students during the learning process, especially using imperative sentences. Imperative imperative sentences are characterized by the sentence marker try (Prawita & Utomo, 2020). The directive speech act of telling is a speech act that intends to order the speech partner to do something as desired by the speaker (Nurhabibah, 2020; Rusman, 2014; Waljinah, 2019).

The teacher's forbidding speech act functions, firstly, to increase the effectiveness of students' learning because the teacher believes that learning by using 1 book for three people is not possible. Second, so that students use the school toilet. Third, so that students do not let their guard down. Next, it can be seen from the female teacher's forbidding directive speech that the first function is for the children to concentrate on learning. Second, so that students go shopping to the stall near the madrasah. Third, so that students do not eat when the learning takes place. Previous research conducted by Wati (2017) shows that the prohibiting directive speech acts used by teachers function to prohibit the actions of students who often interfere (nosy) to their friends during the learning process. Judging from the results of the research that the markers of prohibiting speech acts used by male teachers are also different from female teachers. Male teachers when prohibiting students usually use speech acts prohibiting with markers do not and should not. while female teachers when giving prohibitions to students often use speech acts prohibiting with markers do not, should not, prohibit, and not.

Male teachers use the form of speech acts suggesting as much as 4 data, speech acts telling 62 data. speech acts prohibiting 10 data, speech acts begging 10 data, and speech acts advising 6 data, while female teachers use the form of speech acts suggesting as much as 13 data. speech acts telling as much as 86 data, speech acts prohibiting 26 data, speech acts begging 7 data, and speech acts advising as much as 7 data.

The markers of speech acts used by male teachers are the first speech act of suggesting, male teachers use markers "I suggest", "better", and "try", while female teachers use markers

“should”, “better”, “as good as”, “try”, “I suggest”, and “according to Madam”. Second, the speech act of ordering, the male teacher used ordinary imperative sentences, while the female teacher ordered using imperative sentences. Third, the speech act of forbidding, the male teacher uses the markers, “do not” and “may not”, while the female teacher uses the markers “do not”, “may not”, and “forbid”. Fourth, the speech act of begging, male teachers use the marker word “please”, while female teachers use the marker word “please” and beg. Finally, the speech act of advising, male teachers directly advise students according to the content of the learning material while female teachers give advice when students are acting or acting in the classroom

Based on the findings of the results of research conducted on male teachers, the speech acts of begging teachers’ function, first so that children are more fluent in pronouncing the sounds of the letters of the Quran. Second, so that students familiarize themselves with reading the Quran after performing the maghrib prayer. Third, so that students do not forget Arabic language learning. Next, it can be seen from the female teacher's begging directive speech, which functions first, so that students do not make noise in the classroom. Second, to make it easier for the teacher to check the assignment. Third, so that students turn down the volume of their voices. Previous research conducted by (Elmita, 2013) shows that the directive speech act of begging used in classroom learning functions to control conversations with students. Judging from the results of the research that the markers of speech acts of pleading used by male teachers are also different from female teachers. Male teachers when pleading with students use the marker word “please”, while female teachers use the marker words “please” and beg.

Finally, the speech act of advising the teacher functions, first, so that children can protect themselves from socializing. Second, so that children are strong and have a purpose in life. Third, so that children are confident. Next, seen from the directive speech act of begging from female teachers, it functions first, so that students are aware of everything done by the teacher. Second, so that children can balance life in this world and in the hereafter. Third, so that children no longer eat learning time in the following days.

Judging from the results of the research that the markers of speech acts of advising used by male teachers are also different from female teachers. The male teacher directly advised the students according to the content of the learning material on that day and the advice was given at the end of the lesson while the female teacher gave advice when the students were acting up or acting out in the classroom so that the female teacher immediately gave advice to the student and then involved all members of the research (Qomariyah, 2017).

CONCLUSION

The difference in the form of directive speech acts of male teachers and female teachers in the process of religious is first for directive speech suggesting, male teachers often use the marker word “try”, while female teachers often use markers “in my opinion, better” and “better”. Second, for directive speech to order, male teachers use long sentences and tend to convey with ordinary imperative sentences, while female teachers use short sentences and tend to convey with imperative sentences. Third, for the directive speech of prohibiting, male teachers often prohibit every student's action both inside and outside the classroom, while female teachers often prohibit students in the classroom. Fourth, for pleading directive speech, male teachers convey pleading speech by requiring students' actions outside the classroom, while female teachers solve students' problems inside the classroom. Fifth, for the directive speech of advising, male teachers deliver the material and relate it to the form of advice, while female teachers deliver advice when there are students who make mistakes.

The results of this research are expected to expand the repertoire of pragmatics knowledge, especially directive speech acts used by teachers in religious learning. Then for teachers, the results of this research can be used as input in choosing sentences or speech that is appropriate and polite in interacting with students in any learning process at school and this research can also be used as a consideration for teachers in training students to speak politely.

Finally, this research can be used as input for students regarding politeness in language. Language skills will make communication smoother. This research can be used as a guideline in improving and enhancing the quality of learning in schools. The results of this research can be used as input in researching speech acts so that it can be used as a reference for more in-depth research. Especially in research that is a research of directive speech acts.

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