UNDERSTANDING TEACHER-STUDENT INTERACTIONS: EXPRESSIVE AND DIRECTIVE ELICITATIONS IN ENGLISH CLASSES

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis tindak elisitasi dan direktif dalam interaksi kelas guru Bahasa Inggris di SMP Negeri 3 Sumalata Timur dan SMP Negeri 1 Sumalata, Kawasan Teluk Tomini, dan mengidentifikasi penggunaan tindak direktif dalam mengarahkan proses pembelajaran. Menggunakan pendekatan mikroetnografi, penelitian ini mengamati dan merekam interaksi dalam kelas untuk memahami cara guru mengelola pembelajaran melalui tindak elisitasi yang mendorong partisipasi siswa dan tindak direktif yang memberikan instruksi. Data dianalisis dengan memfokuskan pada jenis dan frekuensi tindak elisitasi serta direktif yang digunakan dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan strategi elisitasi yang variatif meningkatkan keterlibatan siswa, dan guru menggunakan berbagai strategi elisitasi, seperti pertanyaan terbuka dan penugasan diskusi, yang terbukti meningkatkan keterlibatan siswa, serta siswa menunjukkan respons positif dan aktif berpartisipasi ketika elisitasi dilakukan dengan cara yang menarik. Jenis elisitasi ekspresif yang ditemukan dalam data meliputi tuturan terima kasih, memberikan selamatm tindak memuji, mengkritik, menyalahkan, dan meminta maaf. Sementara itu, tindak elsisitasi direktif meliputi tindak memerintah, memohon, dan memesan. Temuan ini diharapkan dapat memberikan kontribusi pada pengembangan praktik pengajaran yang lebih interaktif dan efektif di sekolah. Penelitian ini juga menyarankan perlunya pelatihan bagi guru untuk memperkuat kemampuan mereka dalam memanfaatkan kedua jenis tindak ini dalam interaksi kelas.

Kata Kunci: *Interaksi Kelas, Pembelajaran Bahasa Inggris, Tindak Direktif, Tindak Elisitasi*

ABSTRACT

This research aims to analyze elicitation and directive acts in the classroom interactions of English teachers at SMP Negeri 3 Sumalata Timur and SMP Negeri 1 Sumalata, in the Teluk Tomini area, and to identify the use of directive acts in guiding the learning process. Using a micro-ethnographic approach, the study observes and records classroom interactions to understand how teachers manage learning through elicitation acts that encourage student participation and directive acts that provide instructions. The data is analyzed with a focus on the types and frequencies of elicitation and directive acts used in the learning process.The results show that the use of varied elicitation strategies enhances student engagement, with teachers employing various elicitation strategies, such as open-ended questions and discussion assignments, which have proven to increase student involvement. Students showed positive responses and actively participated when elicitation was conducted in engaging ways. The types of expressive elicitation found in the data include expressions of gratitude, congratulations,

complimenting, criticism, blaming, and apologizing. Meanwhile, the directive elicitation acts include commands, requests, and orders.These findings are expected to contribute to the development of more interactive and effective teaching practices in schools. The research also suggests the need for training for teachers to strengthen their ability to utilize both types of acts in classroom interactions.

Keywords: Class Interaction, Directive Act, Elicitation Acts, English Learning

INTRODUCTION

English education at the junior high school level plays an important role in equipping students with the communication skills necessary in the era of globalization. Interaction in the classroom, particularly between teachers and students, is key to creating an effective learning environment. In this context, elicitation and directive acts are crucial elements that influence the dynamics of learning. By interacting with one another, students can expand their language competencies. Conceptually, interaction is the exchange of thoughts, feelings, and ideas collaboratively between two or more people (Juni, 2024). In other words, teacher-initiated interaction is essential for the success of an interactive language class. Lessons in the classroom should begin with interaction and continue throughout the lesson. An effective way to create classroom interaction is through elicitation.

Activating students' prior knowledge about a specific topic related to the lesson, enhancing students' verbal participation in classroom interactions, and creating student-centered interactions have all proven to be powerful approaches through teacher elicitation. In language teaching and learning, elicitation refers to asking questions to students instead of providing them with information, encouraging them to actively participate in classroom interactions (Fitriyah, et al, 2024). In the learning process, elicitation stimulates learners to be active and focused. Elicitation acts, which encourage students to respond, can increase student engagement and build their confidence in using the language. Meanwhile, directive acts play a role in providing clear and directed instructions, ensuring that students understand the learning objectives. Both complement each other and can influence student learning outcomes.

An overview of the value of elicitation has been presented by Munro (2022). This article explains that (1) eliciting involves engaging students by focusing their attention and making them think. The elicitation process works when students are unfamiliar with the words presented, thus serving as a means to introduce new language and review previous lessons. (2) Eliciting helps students make connections between what they already know or partially know. (3) Elicitation provides teachers with the opportunity to understand what students know and do not know about a particular topic.

Elicitation by English teachers in EFL classrooms has been found in several studies. High school students in Semarang were encouraged to talk about their third year through elicitation. Students can be prompted to speak through elicitation (Nurokhmah, 2009). Additionally, students at Izmir University engaged in teaching practice also utilized elicitation. Furthermore, it was found that elicitation can encourage student conversations (Darn, 2009). Additionally, Tlarina (1998) examined whether prompting student talk through elicitation is effective. Meanwhile, Ma (2008) in his research mentioned helping teachers systematically answer questions by providing specific situations and developing feasible and rational questions. In this context, most describe that elicitation can stimulate students' verbal communication.

One striking difference between questions asked in everyday activities and those posed by teachers in the classroom is that questions in daily life aim to gather information. In classroom interactions, questions posed by teachers are intended to assess students' knowledge. Generally, teachers already know the answers to their questions. They ask questions to test students' understanding of the lesson content (Danial, et al 2020, 2021, 2022). This situation contrasts with informal conversations outside the classroom. The questions posed by teachers are different from those asked by a speaker in everyday informal contexts. Teachers' questions are designed to prompt students to think. Thinking is a mental process that occurs within an individual. The quality of the mental process that occurs in students when considering answers to teachers' questions also depends on the quality of those questions.

At SMP Negeri Kawasan Teluk Tomini, particularly at SMP Negeri 3 Sumalata Timur and SMP Negeri 1 Sumalata, there is a variety of teaching methods used by English teachers. For example, teachers encourage students to engage in group discussions, which helps enhance their speaking skills and critical thinking. Students are given topics to discuss, allowing them to express opinions and exchange ideas, as well as integrate technology such as videos, audio, and language learning applications. Teachers utilize digital tools to make learning more engaging and interactive, supporting students' understanding of the material. They also use open-ended questions and clear instructions to stimulate student engagement and ensure their comprehension of the taught material.

This research aims to explore how the use of elicitation and directive acts by teachers can shape classroom interactions and contribute to successful learning. By understanding these practices, it is hoped that valuable insights can be provided for developing more effective teaching strategies that are responsive to students' needs. The school implements two curricula simultaneously: seventh grade uses the 2013 Curriculum, while eighth and ninth grades apply the KTSP 2006 curriculum. The research is conducted in both schools with various data sources available to support this qualitative study. The study is carried out at the junior high school level, taking into account the grade level. This research is conducted using micro-ethnographic techniques through analysis based on classroom conditions recorded during the learning process. This will later be transcribed to obtain data in accordance with the context of the learning conducted in the classroom.

RESEARCH METHOD

Micro-ethnography is a qualitative approach that focuses on in-depth observation within specific social contexts. This approach prioritizes understanding phenomena from the participants' perspectives, taking into account the social and cultural interactions in specific environments, such as an English classroom. This approach was chosen to gain a deep understanding of social interactions in the classroom. In this way, researchers can directly observe teaching practices and the interactions between teachers and students within a specific context. This research is qualitative in nature, focusing on the collection of descriptive data to understand the experiences, behaviors, and interactions in the process of English language learning. The research design for the study on Elicitation and Directive Acts in Classroom Interactions at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur will combine qualitative and micro-ethnographic approaches. Data collection for this research was conducted through direct observation during the English language learning process at both schools. The

researcher noted various elicitation and directive acts used by the teachers, as well as the responses given by the students. Additionally, the researcher recorded classroom interactions using video for more in-depth analysis. Semi-structured interviews were also conducted with English teachers at each school to understand their approaches to teaching and their experiences in using elicitation and directive acts. In the analysis, the researcher employed thematic analysis to identify patterns and themes in the data related to elicitation and directive acts, focusing on how these acts influence student engagement and interactions in the classroom.

FINDINGS

The results of the research on Expressive and Directive Elicitation Acts in Classroom Interactions at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur can be summarized in several key findings as follows:

The Use of Expressive Elicitation Acts

Expressive elicitation acts play an important role in social interactions and the learning process. These acts focus on expressing feelings and building relationships.

Gratitude Acts

Expressions of gratitude in the context of English language lessons serve to convey students' appreciation to teachers or classmates for the assistance, support, or explanations provided. The use of this expression is important for fostering a positive and respectful classroom atmosphere.

SMP Negeri 1 Sumalata

Teacher : Sekarang, siapa yang ingin berbagi ungkapan terima kasih kepada teman atau saya? (*Now, who would like to share an expression of thanks to a friend or to me?*)

Student A : Thank you, Miss! Your explanation made it much easier to understand the lesson today!

SMP Negeri 3 Sumalata Timur

Student A : Thanks for helping me with the homework, I really appreciate it!

Student B : No problem! I'm glad to help you.

Based on the data above, at SMP Negeri 1 Sumalata, students demonstrate active engagement when asked to express gratitude. This indicates that they understand and appreciate the explanations given by the teacher. At SMP Negeri 3 Sumalata Timur, students are more relaxed and interactive when practicing dialogue. This creates an atmosphere that supports collaboration among students. Meanwhile, at SMP Negeri 1 Sumalata, students tend to use formal expressions. This shows that they have been taught to value good communication norms in English, whereas at SMP Negeri 3 Sumalata Timur, students use more casual and natural expressions. This reflects their comfort in communicating with peers. Expressions of gratitude strengthen relationships between students and teachers, as well as among students. At SMP Negeri 1 Sumalata, teachers report that students who frequently say thank you become more open to discussion. At SMP Negeri 3 Sumalata Timur, the more relaxed interactions foster stronger friendships, facilitating a collaborative learning environment. Students who regularly express gratitude display a more positive attitude and appreciation for others'

efforts. This contributes to a more inclusive classroom atmosphere that supports learning.

Expressions of gratitude in an educational context reflect the social function of language, where saying thank you serves as an action that reinforces interpersonal relationships. According to Brown and Levinson (1987), expressions of gratitude are part of mitigation strategies to show appreciation and respect for others. The use of thank you in classroom interactions creates an atmosphere of mutual respect. Students who express gratitude acknowledge the teacher's efforts, which can strengthen social bonds. According to Wheeless (1978), positive communication, including expressions of gratitude, helps build trust and enhance connectedness. In both schools, expressions of gratitude serve as a tool to strengthen relationships between students and teachers, as well as among students. This is reflected in the data showing that students are more open to interacting after expressing their thanks.

Several studies highlight the positive impact of expressions of gratitude in educational contexts. For instance, research by Seligman et al. (2005) shows that acts of gratitude can enhance happiness and psychological well-being. In the classroom context, expressions of gratitude can contribute to student motivation and a positive classroom climate. Findings at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur indicate that students who say thank you tend to have a more positive attitude and participate more actively in learning.

Expressions of gratitude serve as a means to build understanding and collaboration among students. At SMP Negeri 3 Sumalata Timur, expressions of gratitude contribute to more relaxed and collaborative interactions. This supports cooperative learning, where students help and support one another.

Congratulation Acts

Expressions of congratulations are a form of expressive elicitation used to convey appreciation or happiness for someone else's achievements. In the context of English language learning, congratulatory expressions not only show moral support but also encourage students to be more confident in their efforts.

SMP Negeri 1 Sumalata

Guru : Selamat, kalian semua telah melakukan dengan sangat baik di ujian ini! (*Congratulations, you all did very well on this exam!*)

Siswa : Terima kasih, Bu! Kami akan terus berusaha! (*Thank you, Ma'am! We will keep trying!*)

SMP Negeri 3 Sumalata Timur

Siswa A : Selamat, teman-teman! Presentasi kita sangat mengesankan! (*Congratulations, friends! Our presentation was very impressive!*)

SiswaB : Ya, kita semua bekerja keras! Selamat untuk kita! (*Yes, we all worked hard! Congratulations to us!*)

Based on the data above, at SMP Negeri 1 Sumalata, expressions of congratulations from teachers increase student motivation. Recognition of their achievements makes students more enthusiastic about learning, while at SMP Negeri 3 Sumalata Timur, students congratulate each other, demonstrating collaboration and support among themselves. This creates a more cohesive learning environment. From the perspective of its influence, congratulations from teachers create a positive

atmosphere at SMP Negeri 1 Sumalata, contributing to students' learning spirit. At SMP Negeri 3 Sumalata Timur, the interactions among students congratulating each other strengthen friendships and mutual support in the classroom. Both conversations illustrate how expressions of congratulations function as tools to build motivation, recognition, and positive relationships in the educational environment. Congratulations not only celebrate achievements but also reinforce bonds among individuals, both between teachers and students, as well as among the students themselves.

Implicitly, from the elicitation aspect, congratulations from teachers serve as a form of recognition for student achievements. This shows support and motivation from the teachers, which is crucial in the educational context. Students' expressions of thanks reflect an attitude of appreciation and acknowledgment of the recognition from teachers. The statement "We will keep striving!" reflects the spirit and commitment to continue achieving, indicating that congratulations are not just passively received but motivate them to put in more effort. This dialogue strengthens the positive relationship between teachers and students, creating a supportive learning atmosphere.

Meanwhile, the situation at SMP Negeri 3 Sumalata Timur shows that, in terms of elicitation, Student A expresses congratulations to their classmates, demonstrating togetherness and mutual respect among group members. This is important for building group cohesion. The statement "Yes, we all worked hard!" emphasizes the value of collaboration and collective effort, affirming that success is a result of teamwork. These congratulations are inclusive, embracing all group members. This dialogue not only reflects academic success but also fosters a sense of pride and togetherness among students, which is essential for building group confidence and motivation.

Complimenting Acts

The following is an example of a conversation involving expressive elicitation acts categorized as compliments between students and teachers at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur in English language lessons.

SMP Negeri 1 Sumalata

Teacher : Selamat pagi, kelas! Hari ini, saya sangat terkesan dengan antusiasme kalian dalam belajar Bahasa Inggris. Ada yang ingin berbagi pengalaman mereka saat latihan berbicara kemarin? (*Good morning, class! Today, I am very impressed with your enthusiasm for learning English. Is there anyone who would like to share their experiences from yesterday's speaking practice?*)

Student C: Selamat pagi, Bu! Saya merasa sangat senang bisa berbicara di depan kelas. Kawan-kawan saya juga hebat, mereka semua berbicara dengan percaya diri! (*Good morning, Ma'am! I feel very happy to speak in front of the class. My friends were also great; they all spoke with confidence!*)

Teacher : Wah, itu luar biasa! Saya sangat bangga dengan kalian semua. Kalian sudah menunjukkan kemajuan yang signifikan. Teruskan kerja kerasnya! (*Wow, that's amazing! I am very proud of all of you. You have all shown significant progress. Keep up the hard work!*)

Student D : Terima kasih, Bu! Kami akan berusaha lebih baik lagi. (*Thank you, Ma'am! We will strive to do even better.*)

SMP Negeri 3 Sumalata Timur

Teacher : Selamat siang, semua! Saya ingin mengucapkan selamat kepada kalian semua karena presentasi kelompok kemarin berjalan sangat baik. (*Good afternoon, everyone! I want to congratulate you all because the group presentations yesterday went very well.*)

Student A: Terima kasih, Bu! Kami benar-benar berlatih keras untuk itu. (*Thank you, Ma'am! We really practiced hard for that.*)

Teacher : Kalian memang layak mendapatkan pujian. Materi yang kalian sampaikan sangat menarik dan kreatif. Saya suka cara kalian berkolaborasi! (*You truly deserve praise. The material you presented was very interesting and creative. I loved the way you collaborated!*)

StudentB : Kami berterima kasih atas dukungan Ibu! Itu sangat memotivasi kami.(*We are grateful for your support, Ma'am! It is very motivating for us.*)

Teacher : Semangat seperti ini yang akan membawa kalian menuju kesuksesan. Teruslah berinovasi! (*This kind of enthusiasm will lead you to success. Keep innovating!*)

Based on the conversation above, the interaction between the teacher and students demonstrates that in both dialogues, the teacher plays an active role in complimenting the students. These compliments are directed not only at the students' work but also at their effort and enthusiasm in learning. Statements like "I am very impressed with your enthusiasm" and "You truly deserve the praise" are explicit expressions that acknowledge the students' achievements.

Students respond positively to the teacher's compliments. Expressions such as "We really practiced hard for that" indicate that students appreciate the praise and feel motivated. Students also express gratitude in response to the compliments, such as in the statement "We thank you for your support, Ma'am!" This shows a constructive and respectful dialogue between the teacher and students.

Compliments from the teacher serve to build students' confidence. By acknowledging students' successes, the teacher creates a supportive environment that motivates them to continue learning and achieving. The conversations also invite students to engage more actively, such as when the teacher asks students to share their experiences. This indicates that compliments are not only verbal but also encourage active participation from students.

With the presence of expressive elicitation acts in the form of compliments, the atmosphere in the classroom becomes more positive. Students feel valued, which can enhance their motivation to learn and desire to collaborate. Compliments on students' creativity, as expressed by the teacher at SMP Negeri 3, can encourage students to be more innovative in presenting material. This creates a more dynamic learning culture.

Criticism Acts

The following is an example of a conversation involving expressive elicitation acts categorized as criticism between students and teachers at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur in English language lessons.

SMP Negeri 1 Sumalata

Teacher : Selamat pagi, kelas! Saya ingin membahas presentasi kalian kemarin. Ada beberapa poin yang perlu diperbaiki. Apakah ada yang mau memberi tanggapan? (*Good morning, class! I want to discuss your presentations from yesterday. There are a few points that need improvement. Does anyone want to respond?*)

Student E : Selamat pagi, Bu. Kami merasa bahwa waktu yang diberikan terlalu singkat untuk mempersiapkan materi. (*Good morning, Ma'am. We feel that the time given is too short to prepare the material.*)

Teacher : Saya mengerti, tetapi kalian seharusnya lebih memanfaatkan waktu yang ada. Banyak informasi yang kurang jelas dan tidak terstruktur. Kalian bisa melatih cara penyampaian agar lebih efektif. (*I understand, but you should make better use of the available time. Many pieces of information were unclear and unstructured. You can practice your delivery to be more effective.*)

Student F : Kami akan berusaha lebih baik, Bu. Mungkin kami perlu lebih banyak latihan. (*We will try to do better, Ma'am. Maybe we need more practice.*)

Teacher : Itu adalah langkah yang tepat. Latihan akan membantu kalian menjadi lebih percaya diri dan terorganisir (*That's the right approach. Practice will help you become more confident and organized.*)

SMP Negeri 3 Sumalata Timur

Teacher : Selamat siang, semuanya. Saya ingin memberikan kritik mengenai tugas yang kalian kumpulkan minggu lalu. Banyak yang kurang memenuhi kriteria. (*Good afternoon, everyone. I want to provide feedback on the assignments you submitted last week. Many of them did not meet the criteria.*)

Student C :Selamat siang, Bu. Kami sudah berusaha semaksimal mungkin, tapi kami kesulitan dengan beberapa bagian. (*Good afternoon, Ma'am. We have tried our best, but we struggled with some parts.*)

Teacher : Saya menghargai usaha kalian, tetapi seharusnya kalian lebih teliti. Beberapa kalimat tidak sesuai dengan tata bahasa yang benar, dan ada banyak kesalahan pengetikan. (*I appreciate your efforts, but you should be more careful. Some sentences are not grammatically correct, and there are many typographical errors.*)

Student D :Kami akan lebih berhati-hati ke depannya, Bu. Apakah ada cara untuk memperbaiki kesalahan itu? (*We will be more careful in the future, Ma'am. Is there a way to correct those mistakes?*)

Teacher : Tentu, saya sarankan untuk memeriksa kembali tata bahasa sebelum mengumpulkan tugas. Kita bisa mengadakan sesi tambahan jika diperlukan. (*Of course, I recommend checking the grammar again before submitting your assignments. We can hold an extra session if needed.*)

In both conversations, the teacher plays the role of providing criticism regarding the students' performance. This criticism is aimed at improving the quality of learning and the students' work. Statements such as "There is a lot of unclear and unstructured information" and "Some sentences do not conform to proper grammar" reflect direct and clear criticism of the students' work.

Students respond openly to the criticism delivered by the teacher. For instance, "We have tried our best" shows that students are aware of their efforts, even if the results are not yet satisfactory. The expression "We will be more careful in the future" reflects the students' positive attitude in accepting criticism and their commitment to improve.

The teacher not only delivers criticism but also invites students to respond. This creates space for constructive dialogue and helps students feel heard. The criticism is accompanied by solutions, such as suggestions to revisit grammar and offers to hold additional sessions. This demonstrates that the teacher cares about the students' development and is ready to help them.

The criticism provided by the teacher helps students become more aware of their shortcomings. This is important for the learning process, as it enhances motivation to strive for better results. Despite the criticism, open and constructive interactions between the teacher and students can build a more positive relationship, where students feel safe to accept feedback and learn from their mistakes.

Blaming Acts

The following is an example of a conversation involving expressive elicitation acts categorized as blaming between students and teachers at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur in English language lessons.

SMP Negeri 1 Sumalata

Teacher : Selamat pagi, kelas. Saya ingin membahas hasil ulangan kemarin. Banyak dari kalian yang mendapat nilai di bawah rata-rata. (*Good morning, class. I would like to discuss the results of yesterday's test. Many of you scored below average.*)

Student A : Selamat pagi, Bu. Kami sudah belajar, tetapi mungkin materi yang diajarkan tidak cukup jelas. (*Good morning, ma'am. We have studied, but perhaps the material taught was not clear enough.*)

Teacher : Saya paham, tetapi kalian juga seharusnya bertanya jika ada yang kurang dipahami. Banyak dari kalian yang tidak mengerjakan soal dengan benar. (*I understand, but you should also ask questions if there's something you don't understand. Many of you did not answer the questions correctly.*)

StudentB : Tapi Bu, kami merasa waktu untuk mengerjakan terlalu sedikit! (*But, ma'am, we feel that the time to complete the exam was too short!*)

Teacher : Itu bukan alasan. Kalian seharusnya memanfaatkan waktu dengan lebih baik. Kesalahan ini bisa dihindari jika kalian lebih fokus saat belajar. (*That's not an excuse. You should have used your time more wisely. These mistakes could have been avoided if you had focused more while studying.*)

SMP Negeri 3 Sumalata Timur

Teacher : Selamat siang, semua. Saya ingin mengingatkan tentang tugas yang kalian kumpulkan minggu lalu. Banyak yang tidak sesuai dengan instruksi. (*Good afternoon, everyone. I want to remind you about the assignments you submitted last week. Many of them do not meet the instructions.*)

Student E :Selamat siang, Bu. Tapi kami merasa instruksi yang diberikan tidak cukup jelas dan membingungkan. (*Good afternoon, Ma'am. But we feel that the instructions given were not clear enough and were confusing.*)

Teacher : Mungkin, tetapi kalian seharusnya membaca instruksi dengan lebih teliti. Banyak dari kalian yang justru mengabaikan petunjuk yang sudah diberikan. (*Perhaps, but you should have read the instructions more carefully. Many of you actually ignored the guidelines that were provided.*)

Student B: Kami merasa tidak ada waktu untuk menjelaskan semuanya, Bu. Itu membuat kami kesulitan. (*We feel there wasn't enough time to explain everything, Ma'am. It made things difficult for us.*)

Teacher : Itu bisa jadi masalah, tetapi kalian seharusnya mengkomunikasikan kesulitan kalian lebih awal. Ini adalah tanggung jawab kalian sebagai siswa. (*That can be an issue, but you should communicate your difficulties earlier. It's your responsibility as students.*)

In both conversations, the teacher plays the role of identifying mistakes and providing criticism to the students. The teacher emphasizes that many students did not achieve the expected results on quizzes and assignments. Statements like "Many of you did not answer the questions correctly" and "Many did not follow the instructions" reflect direct criticism that points to the students' responsibilities.

Students respond defensively by arguing that the instructions were unclear or that the time given was insufficient. For example, the expression "We studied, but perhaps the material taught was not clear enough" reflects students' attempts to defend themselves and shift some responsibility to the teacher. While students try to provide excuses, they also show awareness of their responsibilities with statements indicating they need to be more careful and focused.

The criticism delivered by the teacher can create tension in the interaction. When the teacher blames students for poor results, it may make students feel unappreciated or unsupported. Students who feel blamed might be reluctant to openly express their difficulties, which can hinder the learning process and create a distance between the teacher and students.

Blame can increase pressure on students to perform, but if not delivered constructively, it can negatively impact students' motivation and confidence. The teacher emphasizes that students should be proactive in communicating their difficulties, which can broaden their understanding of their responsibilities in the learning process.

The analysis of the conversation above shows that expressive elicitation acts in the category of blaming have a significant impact on the interaction between teacher

and students. While criticism can help students recognize their mistakes, overly direct or accusatory delivery can create tension and hinder communication. To achieve more positive outcomes, it is important for teachers to deliver criticism in an educational and supportive manner while still emphasizing students' responsibilities in the learning process.

Apologizing Acts

The following is an example of a conversation involving expressive elicitation acts categorized as apologizing between students and teachers at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur in English language lessons.

SMP Negeri 1 Sumalata

Teacher : Selamat pagi, kelas. Saya ingin membahas tugas yang kemarin. Ada beberapa yang tidak sesuai dengan instruksi. (*Good morning, class. I want to discuss the assignment from yesterday. Some of them did not follow the instructions*.)

StudentA :Selamat pagi, Bu. Maafkan kami, kami seharusnya lebih teliti membaca instruksi. (*Good morning, Ma'am. We're sorry; we should have been more careful in reading the instructions*.)

Teacher : Saya menghargai permintaan maaf kalian, tetapi penting untuk selalu memeriksa kembali pekerjaan sebelum mengumpulkannya. (*I appreciate your apology, but it's important to always double-check your work before submitting it.*)

StudentB :Kami benar-benar minta maaf, Bu. Kami akan memperbaiki kesalahan kami di tugas berikutnya. (*We sincerely apologize, Ma'am. We will correct our mistakes in the next assignment*.)

Teacher : Terima kasih atas pengertian kalian. Saya yakin kalian bisa melakukannya lebih baik di masa depan. (*Thank you for your understanding. I am confident you can do better in the future*.)

SMP Negeri 3 Sumalata Timur

Teacher : Selamat siang, semua. Saya ingin menekankan pentingnya disiplin dalam mengumpulkan tugas. Beberapa dari kalian terlambat menyerahkan. (*Good afternoon, everyone. I want to emphasize the importance of discipline in submitting assignments. Some of you submitted them late.*)

StudentA :Selamat siang, Bu. Maaf atas keterlambatan kami. Kami akan berusaha lebih baik ke depannya. (*Good afternoon, Ma'am. We apologize for our lateness. We will strive to do better in the future*.)

Teacher : Saya menghargai permintaan maaf kalian. Kedisiplinan adalah kunci dalam belajar. (*I appreciate your apology. Discipline is key in learning*.)

StudentB :Kami minta maaf juga, Bu. Kami akan memastikan untuk tidak mengulanginya lagi. (*We're sorry too, ma'am. We will make sure not to repeat it again*.)

Teacher : Baiklah, saya berharap kalian bisa menjaga komitmen tersebut. (*Alright, I hope you can keep that commitment.*) Terima kasih atas sikap positif kalian. (*Thank you for your positive attitude*)

In both conversations, students take the initiative to apologize for mistakes they made, whether related to carelessness in completing assignments or delays in submission. Expressions like "We're sorry, we should have read the instructions more carefully" and "Sorry for our lateness" demonstrate the students' awareness of their errors and their intent to improve. The teacher responds by accepting the students' apologies and offering understanding. Phrases such as "I appreciate your apology" reflect the teacher's positive attitude toward the students' efforts to rectify their behavior. By providing advice and encouragement, such as "It's important to always double-check your work," the teacher seeks to guide students to avoid repeating the same mistakes in the future.

The students' apologies and the teacher's positive responses create a supportive atmosphere. Students feel comfortable acknowledging their mistakes without fearing negative consequences. Those who apologize show an understanding of the importance of responsibility in the learning process, which can encourage them to be more disciplined and meticulous in the future. Apologizing fosters an environment of openness in the classroom, where students feel safe to admit their errors and apologize without fear. This enhances the relationship between the teacher and the students. By expressing their apologies, students commit to improving their behavior moving forward. A teacher who responds positively can increase students' motivation to perform better.

The analysis of the conversations above indicates that expressive elicitation acts categorized as apologizing have a significant impact on the interaction between teachers and students. Sincere apologies from students, met with understanding and support from the teacher, can strengthen classroom relationships and create a positive learning environment. This attitude not only encourages students to take responsibility for their mistakes but also fosters character development and discipline in the learning process.

The Use of Directive Elicitation Acts

According to Yule (2018: 93), directive speech acts are types of utterances used by speakers to get their interlocutors to do something. This type of speech act indicates what the speaker wants. Directive speech acts include commanding, requesting, pleading, and recommending. When using directive utterances, the speaker attempts to align the world (through the listener) with the words spoken.

a. Commanding Acts

Below is an example of a conversation involving directive speech acts categorized as commanding between students and teachers at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur in the English language class.

SMP Negeri 1 Sumalata

Teacher   : Selamat pagi, kelas! Hari ini kita akan belajar tentang tenses. Saya ingin kalian membuka buku halaman 45. (*Good morning, class! Today we will learn about tenses. I want you to open your books to page 45*.)

Student C : Selamat pagi, Bu. Sudah dibuka. Apa yang harus kami lakukan selanjutnya? (*Good morning, ma'am. It's open. What should we do next?*)

Teacher : Baik, setelah itu, kerjakan latihan 1 dan 2 di halaman tersebut. Selesaikan dalam waktu 15 menit. (*Alright, after that, complete exercises 1 and 2 on that page. Finish it in 15 minutes.*)

Student D : Kami akan segera mengerjakannya, Bu! (*We will get started on it right away, Ma'am!*)

Teacher : Bagus! Pastikan kalian menulis dengan jelas dan memeriksa kembali jawaban sebelum mengumpulkannya. (*Great! Make sure you write clearly and check your answers before submitting them.*)

SMP Negeri 3 Sumalata Timur

Teacher : Selamat siang, semua. Hari ini kita akan melakukan presentasi kelompok. Saya ingin setiap kelompok menyiapkan materi dan berlatih. (*Good afternoon, everyone. Today we will be doing group presentations. I want each group to prepare their materials and practice.*)

Student A : Selamat siang, Bu. Berapa lama waktu yang kami miliki untuk mempersiapkan? (*Good afternoon, ma'am. How much time do we have to prepare?*)

Teacher : Kalian memiliki 30 menit untuk mempersiapkan presentasi. Setelah itu, setiap kelompok akan melakukan presentasi di depan kelas. (*You have 30 minutes to prepare your presentations. After that, each group will present in front of the class.*)

Student B : Baik, Bu. Kami akan memanfaatkan waktu sebaik mungkin. (*Okay, Ma'am. We will make the best use of our time.*)

Teacher : Pastikan kalian membagi tugas dengan baik dan saling mendukung satu sama lain. (*Make sure you divide the tasks well and support each other.*)

In both conversations, the teacher plays a role in giving clear instructions or commands to the students. These instructions aim to guide the learning activities. Phrases like "I want you to open your books to page 45" and "I want each group to prepare their material and practice" indicate that the teacher is providing specific directions that students must follow. The students demonstrate a positive attitude and are ready to comply with the teacher's commands. For example, when a student responds, "We will do it right away," they show their willingness to carry out the given instructions.

In the situation at SMP Negeri 3, students ask about the preparation time, indicating that they are actively engaged and want to better understand the commands. This directive speech act helps create structure in the learning process. With clear instructions from the teacher, students know what is expected of them, which enhances the effectiveness of their learning. In the conversation at SMP Negeri 3, the teacher also directs students on how to divide tasks effectively within their groups, demonstrating a collaborative approach that supports group learning.

With clear commands, students find it easier to focus on the tasks at hand, reducing the likelihood of confusion or uncertainty about what they need to do. The issuing of commands by the teacher also reinforces their authority in the classroom. Students are likely to respect and follow the teacher's directions, which is important for creating a disciplined learning environment.

The analysis of the conversations shows that directive speech acts in the commanding category play a crucial role in the learning process. Clear and structured commands from the teacher help students understand expectations and complete tasks more effectively. The positive responses from students to the teacher's commands indicate that they are ready to learn and collaborate, creating a productive and orderly classroom atmosphere. This interaction is essential for achieving effective learning outcomes.

Requesting Acts

Here is an example of a conversation involving directive speech acts categorized as requesting between students and teachers at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur in the English subject.

SMP Negeri 1 Sumalata

Teacher : Selamat pagi, kelas! Hari ini kita akan membahas topik baru. Apakah ada yang ingin bertanya sebelum kita mulai? (*Good morning, class! Today we will discuss a new topic. Does anyone have any questions before we begin?*)

Student A : Selamat pagi, Bu. Bolehkah kami meminta penjelasan lebih lanjut tentang materi yang lalu? Kami masih belum mengerti sepenuhnya. (*Good morning, ma'am. May we ask for further clarification on the previous material? We still don't fully understand it.*)

Teacher : Tentu, saya bisa menjelaskan lagi. Apa bagian yang paling membingungkan bagi kalian? (*Of course, I can explain again. What part is most confusing for you?*)

Student B : Kami mohon penjelasan tentang penggunaan tenses, Bu. Kami masih kesulitan membedakan yang past dan present. (*We would like an explanation about the use of tenses, Ma'am. We are still having difficulty distinguishing between past and present.*)

Teacher : Baik, mari kita bahas bersama-sama. Setelah itu, kita bisa melanjutkan ke materi baru. (*Alright, let's discuss it together. After that, we can move on to the new material.*)

SMP Negeri 3 Sumalata Timur

Teacher : Selamat siang, semua. Hari ini kita akan melakukan latihan berbicara. Apakah ada yang ingin berbagi atau bertanya? (*Good afternoon, everyone. Today we will be doing speaking exercises. Is there anyone who wants to share or ask a question?*)

Student C : Selamat siang, Bu. Kami ingin meminta izin untuk menggunakan bahan presentasi dari kelompok sebelumnya. Apakah itu diperbolehkan? (*Good afternoon, Ma'am. We would like to ask for*

permission to use the presentation materials from the previous group. Is that allowed?)

Teacher : Tentu, asalkan kalian memodifikasi dan menambahkan ide-ide kalian sendiri. Apa lagi yang bisa saya bantu? (*Of course, as long as you modify it and add your own ideas. Is there anything else I can help with?*)

Student D : Kami mohon bimbingan tentang bagaimana cara menyampaikan presentasi yang baik, Bu. Kami ingin memastikan semuanya berjalan lancar. (*We request guidance on how to deliver a good presentation, Ma'am. We want to make sure everything goes smoothly.*)

Teacher : Baik, saya akan memberikan beberapa tips sebelum kalian mulai. Pastikan untuk berbicara dengan jelas dan percaya diri. (*Sure, I will give you some tips before you start. Make sure to speak clearly and confidently.*)

In both conversations, students take the initiative to ask for additional explanations and permission to use materials. This demonstrates their active engagement in the learning process. Phrases like "May we ask for further explanation?" and "We would like to request permission to use presentation materials" reflect a polite attitude and respect for the teacher's authority. The teacher responds positively to the students' requests, showing a willingness to help. Sentences like "Sure, I can explain that again" indicate the teacher's support and openness to meeting students' needs.

In the conversations, the teacher not only accepts the requests but also provides further guidance, such as tips for the presentation. This shows that the teacher is committed to helping students succeed.

The students' requests and the teacher's positive responses create a supportive learning atmosphere. Students feel comfortable asking for help without fearing they will be seen as foolish or inadequate. Their requests show active involvement in the learning process; they are not just passively receiving information but proactively seeking explanations and support.

Interactions involving these requests strengthen the relationship between the teacher and students. Students feel valued and heard, which is essential for creating a positive learning environment. By asking for permission and clarification, they learn the importance of polite communication and responsibility when seeking assistance, which are vital values in social interactions.

The analysis of the conversations above indicates that directive speech acts in the requesting category have a significant impact on the interaction between teachers and students. Polite requests from students, responded to with support and assistance from the teacher, foster a positive and encouraging learning environment. This not only helps students understand the material better but also builds their communication skills and appreciation for authority within the educational context.

Ordering Acts
Here is an example of a conversation involving directive speech acts in the category of ordering between students and teachers at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur during English lessons.

SMP Negeri 1 Sumalata

Teacher   : Selamat pagi, kelas! Hari ini kita akan mempersiapkan materi untuk presentasi kelompok. Saya ingin setiap kelompok menyiapkan poster yang menjelaskan topik mereka. (*Good morning, class! Today we will prepare material for the group presentations. I want each group to create a poster explaining their topic*)

Student A : Selamat pagi, Bu. Apakah kami harus membawa bahan-bahan dari rumah untuk membuat poster? (*Good morning, ma'am. Do we need to bring materials from home to make the poster?*)

Teacher   : Ya, saya pesan agar kalian membawa bahan-bahan yang diperlukan. Pastikan juga untuk membawa alat tulis. (*Yes, I ask that you bring the necessary materials. Also, make sure to bring your writing tools.*)

Student B : Baik, Bu. Kami akan memastikan untuk membawa semuanya sebelum presentasi. (*Alright, Ma'am. We will make sure to bring everything before the presentation.*)

Teacher   : Bagus! Ingat, poster yang kalian buat harus informatif dan menarik. Saya pesan agar kalian membagi tugas dengan baik dalam kelompok. (*Great! Remember, the posters you create should be informative and engaging. I suggest that you divide the tasks well within your groups.*)

SMP Negeri 3 Sumalata Timur

Teacher   : Selamat siang, semua. Hari ini kita akan melakukan latihan berbicara. Saya pesan agar setiap kelompok menyiapkan skrip untuk latihan ini. (*Good afternoon, everyone. Today we will be doing speaking practice. I ask that each group prepare a script for this exercise.*)

Student C : Selamat siang, Bu. Berapa lama waktu yang kami miliki untuk menyiapkan skrip? (*Good afternoon, Ma'am. How much time do we have to prepare the script?*)

Teacher   : Kalian memiliki 20 menit untuk mempersiapkan. Saya pesan agar kalian mendiskusikan ide-ide dan membagi peran dalam kelompok. (*You have 20 minutes to prepare. I instruct you to discuss ideas and divide roles within your groups.*)

Student D : Kami akan segera memulai, Bu. Apakah ada hal lain yang perlu kami ingat? (*I will start right away, Ma'am. Is there anything else we need to remember?*)

Teacher   : Pastikan kalian berbicara dengan jelas saat latihan. Saya pesan agar kalian berlatih dengan percaya diri. (*Make sure to speak clearly during practice. I urge you to practice with confidence.*)

In both conversations, the teacher acts as the one giving messages or instructions that students must follow. These messages are intended to prepare for upcoming learning activities. Phrases such as "I ask that you bring the necessary materials" and "I request that each group prepare a script" demonstrate clear and specific directives regarding what is expected from the students. The students show a cooperative attitude and readiness to follow the teacher's instructions. For example, the phrase "We will

make sure to bring everything" indicates their willingness to comply with the given instructions.

The students also inquire about timing details, such as "How much time do we have to prepare the script?" This shows that they want to clearly understand what is expected of them. These directive speech acts help create a clear structure in the learning process. With concrete instructions from the teacher, students know what is expected of them and can plan their next actions more effectively. In the conversation, the teacher also guides students on how to divide tasks within their groups, fostering a collaborative approach and ensuring that all group members contribute.

Clear messages from the teacher help students stay focused on the tasks at hand. This reduces the likelihood of confusion about what needs to be done and enhances discipline in the classroom. By giving clear directives, the teacher reinforces their authority in the class. Students tend to respect and follow the teacher's guidance, which is important for creating a disciplined and effective learning environment.

The analysis of the above conversation shows that directive speech acts in the category of requests play a vital role in the learning process. Clear and structured messages from the teacher help students understand expectations and carry out tasks more effectively. The positive responses from students to the teacher's messages indicate their readiness to learn and collaborate, creating a productive and orderly classroom atmosphere. This interaction is crucial for achieving successful learning outcomes.

DISCUSSIONS

The analysis of conversations involving expressive and directive speech acts in the context of learning at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur provides deep insights into the interaction between teachers and students. According to Searle (1969), expressive speech acts are actions that convey the speaker's feelings or attitudes. In the context of these conversations, acts of thanking, praising, criticizing, blaming, and apologizing fall into this category. In the conversations analyzed, students' express apologies and acknowledge their mistakes. This reflects the use of sensitive and empathetic language, which is crucial for building positive relationships in the classroom. Research by Koller (2021) indicates that emotional expression in educational contexts contributes to a better learning climate. The use of expressive elicitation, such as apologizing and giving praise, creates a supportive and collaborative atmosphere. This aligns with Bandura's (1977) social learning theory, where positive interactions between teachers and students influence motivation and academic success.

Directive speech acts are actions that direct or command others to do something (Searle, 1969). In the context of learning, commands and messages from teachers fall into this category. In both conversations, teachers provide clear instructions to students, such as preparing materials or bringing supplies. This demonstrates the teacher's role as a leader in the classroom, which is essential for maintaining order and student focus. Research by Chen et al. (2022) shows that clear and structured instructions can enhance student understanding and engagement. By providing clear directions, teachers not only reinforce their authority but also facilitate effective learning. This is consistent with constructivist theory, where teachers act as facilitators who help students better understand concepts through appropriate instructions.

Both speech acts complement each other in the learning context. Expressive speech acts help build positive relationships between teachers and students, while

directive speech acts provide the necessary structure and guidance in the learning process. According to research by Hattie and Timperley (2019), expressive feedback, such as praise and emotional support, can enhance student motivation and improve learning outcomes. Conversely, clear and directed instructions help students better understand tasks and expectations.

In a pragmatic context, these speech acts reflect how meaning is determined by context. Students and teachers interact within a learning environment, where expressions of requests, apologies, and instructions have meanings appropriate to the situation (Yule, 2016). Brown and Levinson's (1987) politeness theory is also relevant here, as students use polite expressions when apologizing or requesting. This demonstrates their awareness of social norms in interactions with teachers.

The analysis of expressive and directive speech acts in the conversations above shows the complex dynamics in the interactions between teachers and students. The use of sensitive language and clear instructions not only strengthens relationships but also enhances learning effectiveness. Recent research supports the importance of both categories of speech acts in creating a positive and productive learning environment. The connection between linguistic theory and learning practice indicates that a deep understanding of verbal interactions can contribute to improving the quality of education.

CONCLUSION

Research on the analysis of expressive and directive speech acts in conversations at SMP Negeri 1 Sumalata and SMP Negeri 3 Sumalata Timur has highlighted the importance of verbal interaction between teachers and students in the learning context. The findings indicate that utilizing a range of elicitation strategies boosts student engagement, with educators implementing diverse techniques like open-ended questions and discussion tasks that have demonstrated effectiveness in fostering student participation. Students reacted positively and engaged actively when elicitation was performed in stimulating manners. The expressive elicitation identified in the data encompasses expressions of gratitude, congratulations, complimenting, criticism, blaming, and apologies. In contrast, the directive elicitation acts involve commands, requests, and ordering.From the analysis conducted, the researcher could conslude that the Role of SpeechActs, involving Expressive speech acts such as praising and apologizing help build positive relationships and create a supportive learning atmosphere. Conversely, directive speech acts, which include instructions and messages from teachers, provide the necessary structure and guidance in the learning process. Meanwhile, Emotional interactions, such as praise and acknowledgment of mistakes, contribute to increased motivation and student engagement in learning activities. The researcher also could understand the learning structure in the class having clear and directed instructions from teachers' impact students' understanding of assigned tasks, aligning with modern pedagogical principles that emphasize active student involvement.Several challenges in conducting the research, such as data access and variability in classroom situations, indicate the need for careful planning and strategies to address potential challenges in the field.

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