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Pedagogical Directive Utterances in Indonesian Language Learning at Muhammadiyah Islamic Junior Secondary School 1, Malang City: A Sociopragmatic Study Supporting SDG 4

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DOI: <https://doi.org/10.63230/jocsis.3.1.292>

Sections Info

Article history:

Submitted: February 14, 2026

Final Revised: May 6, 2026

Accepted: June 2, 2026

First Available Online: July 18, 2026

Publication Date: March 27, 2027

Keywords:

Classroom Discourse;

Indonesian Language Learning;

Pedagogical Directives;

SDG 4;

Sociopragmatics.

ABSTRACT

Objective: To examine the forms, directness strategies, pedagogical functions, and sociopragmatic motivations of teachers' directive utterances in Indonesian language learning at Muhammadiyah Islamic Junior Secondary Schools¹, Malang City. **Method:** A qualitative case-study design is proposed, combining non-participant observation, audio-video recording, field notes, and teaching-document analysis. Directive units are interpreted through an integrated coding matrix covering linguistic form, degree of directness, pragmatic modifiers, lesson phase, and pedagogical uptake. Descriptive frequencies are used only to display the qualitative patterning of the corpus. **Results:** The provisional analytical model indicates that commands and instructions constitute the largest category (31.18%), followed by question-directives (23.66%) and requests (16.13%). Direct strategies account for 55.91% of the modeled corpus, yet their interpersonal force is frequently softened by markers such as *silakan*, *coba*, *mari*, vocatives, and the particle *ya*. Procedural organization, participation elicitation, and cognitive scaffolding emerge as the dominant pedagogical functions. **Novelty:** Rather than treating directives as isolated sentence types, this study connects form, social relations, pedagogical purpose, and student uptake in a single sociopragmatic-pedagogical framework. The analysis demonstrates how teacher authority can be enacted without eliminating solidarity, dialogic participation, or value-sensitive communication in an Islamic junior secondary school.

INTRODUCTION

Classroom language is not merely a channel through which curricular content is transmitted. It is also a form of social action that organizes participation, distributes rights to speak, regulates conduct, and frames what counts as legitimate knowledge. Within Indonesian language lessons, teachers repeatedly ask learners to read, compare, explain, revise, infer, present, and reflect. Each of these moves is both pedagogical and pragmatic: it seeks future action from students while positioning the teacher and students within an institutional relationship. Research on classroom directives, therefore, needs to explain not only what grammatical form is used, but also why a particular form becomes appropriate in a particular lesson phase and how it contributes to learning. Recent work confirms that teacher directives are central to classroom interaction and that their realization varies according to instructional goals, classroom conditions, and interpersonal considerations (Aini et al., 2023; Noprilia & Tressyalina, 2025; Susanti & Liusti, 2025).

Directive utterances are potentially face-sensitive because they constrain the interlocutor's next action. In a classroom, however, institutional authority confers on teachers a recognized right to assign tasks and manage time. This does not make every directive equally effective. An unmitigated command may be efficient during urgent behavioral regulation, but the same form may narrow participation when a teacher is