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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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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

trying to encourage interpretation or critical discussion. Conversely, an interrogative such as 'Who can explain the evidence for this claim?' is grammatically a question but pragmatically functions as a directive to volunteer, reason, and speak. Sociopragmatic analysis is useful because it relates such choices to power, social distance, rights and obligations, culturally available politeness resources, and the local activity being performed (Haugh et al., 2021; House & Kádár, 2021; Liu & Kinginger, 2021).

Recent Indonesian studies have identified diverse types of directives in school and university discourse. Fatma et al. (2020) showed that directives in academic communication are shaped by gendered participation, local culture, and efforts to preserve cooperation. Suryandani and Budasi (2021), Zulianti and Nurchurifiani (2021), and Suputra et al. (2022) similarly reported that commands, requests, questions, advice, and suggestions are not neutral formal categories; they are selected in response to pedagogical roles and politeness needs. Studies of online classrooms further demonstrate that medium and interactional constraints affect the distribution of directive forms (Aini et al., 2023; Febrianti et al., 2022). These findings establish the importance of contextual interpretation but also reveal a persistent tendency to stop at taxonomic frequency counts.

Research focusing specifically on Indonesian language learning has become more detailed. Nisa and Abduh (2022) connected directive forms to teacher-student interaction in thematic instruction, while Yulian and Mandarani (2023) documented the distribution of illocutionary acts in language classrooms. More recent investigations by Noprilia and Tressyalina (2025), Susanti and Liusti (2025), and Zohana and Tressyalina (2025) demonstrate that teachers combine direct orders, questions, requests, challenges, suggestions, and politeness markers to manage instruction and encourage participation. Nevertheless, the relationship among linguistic form, directness, pedagogical function, lesson phase, and student uptake remains underdeveloped. A command and an invitation may perform the same procedural function, while one interrogative form may elicit factual recall and another may scaffold interpretive reasoning. A more integrated analytical matrix is therefore needed.

The setting of Muhammadiyah Islamic Junior Secondary Schools¹ Malang adds an important sociocultural dimension. As an Islamic junior secondary school, the institution combines national curriculum objectives, adolescent classroom management, and expectations of respectful, value-sensitive interaction. This context does not imply that every directive is explicitly religious. Rather, institutional values may become visible through greeting routines, respectful address, invitations to collaborate, reminders about responsibility, and the avoidance of humiliating or unnecessarily coercive language. Studies in faith-based education emphasize that values are enacted through everyday instructional behavior and communication, not only through formal moral content (Hanaris et al., 2026; Masulah et al., 2026). Language-learning innovation likewise depends on how instructional procedures are translated into lived interaction (Fuad et al., 2026).

Pedagogically effective directives must also support student agency. Dialogic teaching treats classroom talk as a resource for collective reasoning rather than a sequence of teacher commands and short student answers (Alexander, 2020; Mercer et al., 2019). Positive teacher interpersonal communication is associated with engagement, willingness to participate, and a psychologically safer instructional climate (Xie & Derakhshan, 2021). Research on pragmatic competence further indicates that learners need exposure to varied form-function mappings and contextualized speech acts, as literal form alone cannot guarantee appropriate interpretation (House et al., 2021; Omar

& Razi, 2022; Taguchi, 2024). These interactional conditions are directly relevant to SDG 4, which emphasizes inclusive and equitable quality education, effective learning, and safe learning environments (United Nations, 2015; UNESCO, 2017, 2020). Teachers' directives are therefore both tools for immediate classroom management and models of contextually appropriate Indonesian.

This study addresses the gap by defining pedagogical directive utterances as teacher turns that prospectively seek, enable, constrain, or recommend a student action in order to advance learning, participation, classroom order, motivation, or ethical conduct. The analysis distinguishes directive form from pedagogical function and treats percentages as descriptive maps within a qualitative interpretation rather than as inferential evidence. The objectives are: (1) to identify the linguistic forms and directness strategies of teachers' pedagogical directives; (2) to explain their pedagogical functions across opening, core, and closing lesson phases; (3) to analyze how authority, solidarity, politeness resources, and institutional values shape directive choices; and (4) to formulate a sociopragmatic-pedagogical model that can inform reflective teacher practice and quality education aligned with SDG 4.

THEORETICAL FRAMEWORK

Sociopragmatics and directive action

Sociopragmatics examines how socially recognized relationships, norms, expectations, and activity types shape the production and interpretation of pragmatic meaning. It complements the analysis of linguistic resources by asking who may appropriately say what, to whom, in which situation, and with what anticipated consequences. The same imperative can be interpreted as routine instruction, supportive coaching, impatience, or coercion depending on the lesson phase, prosody, prior talk, interpersonal history, and the availability of alternative participation routes. Cross-cultural pragmatics therefore cautions against equating grammatical directness with interpersonal impoliteness (Haugh et al., 2021; House & Kádár, 2021).

Directive action is especially sensitive to convention and inference. Some expressions conventionally indicate a request or instruction, while others acquire directive force through context. House et al. (2021) show that speech-act indication may shift across languages and learning contexts, and Alba-Juez (2021) highlights the interaction of rapid intuitive judgments and reflective pragmatic decisions. In classroom discourse, teachers often move between these processing levels: routine expressions such as *silakan dibaca* ('please read') can be produced automatically, whereas a delicate correction may require a deliberately softened formulation. The analysis must therefore include both formal realization and contextual interpretation.

Politeness is understood here as relational work rather than a fixed list of polite words. Modifiers such as *silakan*, *tolong*, *coba*, *mari*, inclusive pronouns, kinship-like address terms, the particle *ya*, and supportive intonation can reduce coerciveness, signal shared activity, or frame correction as assistance. Their effect is not mechanical. A softened request can still enact strong authority when refusal is not institutionally available, while a direct command can be experienced as legitimate and caring when it protects time, fairness, or safety. The principle of reciprocity and mutual face support is relevant to educational interaction because students' responses also confirm, negotiate, or resist the teacher's proposed action (Prayitno et al., 2021; Zulianti & Nurchurifiani, 2021).

Pedagogical directive utterances

A pedagogical directive is operationally defined as a teacher utterance whose primary local function is to prompt a student or group to undertake, continue, modify, or avoid an action that contributes to instruction. Six form categories are used: commands or instructions, requests, question-directives, invitations, advice or suggestions, and prohibitions. These categories are not treated as mutually exclusive semantic essences. They are coding decisions based on the dominant illocutionary force in the local sequence. For example, 'Can your group compare the two paragraphs now?' is coded as a conventionally indirect request when it seeks immediate action, not information about ability.

The analysis separates form from directness. Direct strategies encode the intended action transparently through imperatives, expressions of obligation, or explicit performatives. Conventionally, indirect strategies use socially established forms of request or suggestion, including modal interrogatives and mitigated imperatives. Nonconventionally indirect strategies rely more strongly on inference, as when 'The conclusion is still missing evidence' prompts revision without explicitly naming the action. This distinction allows the study to show whether modifiers, collaborative framing, and subsequent opportunities for student voice balance a teacher's reliance on direct forms.

Six pedagogical functions organize the interpretive layer: procedural organization, participation elicitation, cognitive scaffolding, behavior and discipline regulation, motivational or affective support, and ethical-religious reinforcement. Procedural directives manage materials, grouping, time, and task sequence. Participation directives allocate turns and invite contributions. Cognitive-scaffolding directives orient attention toward evidence, comparison, interpretation, and metalinguistic reflection. Discipline directives protect learning conditions. Motivational directives encourage persistence and confidence. Ethical-religious directives connect conduct with responsibility, respect, honesty, or school values. One utterance may have a secondary function, but the coding prioritizes the function made most relevant by the surrounding turn sequence.

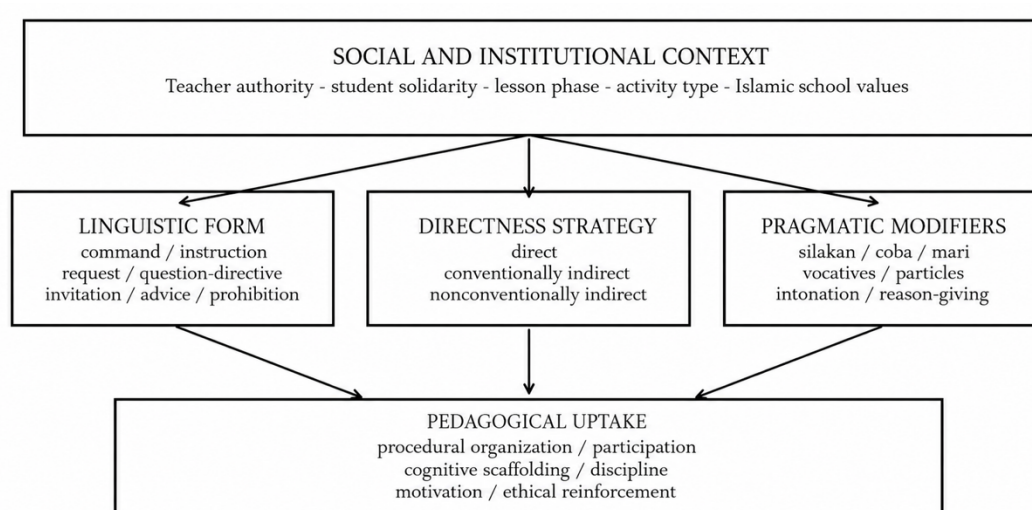


Figure 1. Integrated sociopragmatic-pedagogical framework for analyzing teacher directives

Figure 1 positions the directive utterance within a layered process. Social and institutional context influences the available linguistic forms, directness strategies, and

pragmatic modifiers. These resources are interpreted through the ongoing pedagogical activity and evaluated by their uptake: Whether students begin the requested action, offer a relevant response, revise their work, regulate behavior, or display uncertainty. This model prevents an analysis in which percentages are detached from classroom meaning.

RESEARCH METHOD

This manuscript is a qualitative case study of Indonesian language learning at Muhammadiyah Islamic Junior Secondary Schools¹ in Malang City. A case-study approach is appropriate because directive meaning is embedded in a bounded institutional setting and must be interpreted in relation to participants, classroom routines, lesson content, and sequential interaction. The design follows the principle that qualitative inquiry should produce a transparent chain from data generation to coding, thematic interpretation, and claims (Braun & Clarke, 2022; Creswell & Poth, 2024; Tracy, 2020).

Research site and participants. The final submission must report the verified number of teachers, classes, grade levels, students, and observed meetings. The provisional analytical design assumes focal observations in Grade VII and Grade VIII Indonesian language classes, selected purposively because they include teacher explanation, text analysis, group work, presentation, and reflection. Teachers are treated as key participants, while students' turns are analyzed as uptake evidence rather than as independent targets of speech-act classification. Participant codes should replace personal names, and the school's authorization, parental or guardian procedures where required, and student assent should be documented before publication.

Data sources and procedures. The recommended corpus combines (1) non-participant classroom observation; (2) audio-video recordings that preserve verbal form, prosody, gesture, and student response; (3) field notes on seating, activity type, disruptions, and lesson phase; and (4) teaching documents such as lesson modules, worksheets, and presentation materials. Recordings should be transcribed orthographically in Indonesian, with relevant pauses, emphasis, overlap, and non-verbal action noted selectively. The unit of analysis is a directive turn or clause that projects a student action. Repeated choral instructions may be counted as a single unit when they constitute a single interactional move, whereas reformulations are coded separately when they change strategy or function.

Coding framework. Each unit is coded on six dimensions: linguistic form, directness strategy, pragmatic modifier, pedagogical function, lesson phase, and student uptake. The coding manual should include inclusion and exclusion criteria, boundary rules, and contrasting examples. Saldaña's (2021) first-cycle descriptive and process coding can be combined with second-cycle pattern coding to identify recurring form-function-context configurations. Braun and Clarke's (2022) reflexive thematic principles support the interpretation of why particular configurations become salient in the local school culture.

Data analysis. Analysis proceeds through repeated reading and listening, segmentation of directive units, first-cycle coding, within-lesson comparison, cross-lesson patterning, and construction of explanatory themes. Frequencies and percentages are calculated as n divided by the total number of directive units multiplied by 100. They are not used for hypothesis testing; their role is to make qualitative distributions visible and to guide attention toward dominant and marginal patterns. Sequential analysis then checks what preceded the directive and how students responded.

Negative cases, such as softened directives that fail to produce uptake or direct commands that generate enthusiastic participation, are retained to prevent simplistic conclusions.

Trustworthiness and ethics. Credibility should be strengthened through triangulation of recording, field notes, and teaching documents; peer review of the coding framework; and member reflection with participating teachers. A minimum portion of the corpus should be independently coded, followed by a discussion of disagreements and revision of category definitions. Dependability requires an audit trail containing original files, transcription conventions, codebook versions, and analytic memos. Confirmability is supported by distinguishing transcript evidence from researcher interpretation. Transferability is pursued through thick description rather than statistical generalization. All data must be stored securely, and any publication extracts must remove student names and identifying details.

Table 1. Coding dimensions for pedagogical directive utterances

Dimension	Operational categories	Analytical question
Linguistic form	Command/instruction; question-directive; request; advice/suggestion; invitation; prohibition	How is the desired action linguistically packaged?
Directness	Direct; conventionally indirect; nonconventionally indirect	How explicitly is the intended student action encoded?
Pragmatic modifiers	silakan/tolong; coba; mari; vocatives; particle ya; supportive intonation; reason-giving	How is authority intensified, softened, or framed as collaboration?
Pedagogical function	Procedure; participation; cognitive scaffolding; discipline; motivation; ethical-religious reinforcement	What learning-related action is the directive designed to accomplish?
Lesson phase	Opening; core activity; closing	At what point in the pedagogical sequence does it occur?
Student uptake	Immediate compliance; verbal response; delayed action; clarification; resistance/no uptake	What observable response follows the directive?

RESULTS AND DISCUSSION

Results

The following numerical patterns demonstrate how a verified corpus could be presented within this article. Because no primary classroom data were supplied with the request, the counts and percentages are explicitly provisional. They should not be interpreted as findings about Muhammadiyah Islamic Junior Secondary Schools 1 Malang until the authors compare every entry with authentic recordings and transcripts.

Distribution of directive forms

The illustrative corpus contains 186 directive units. Commands and instructions form the largest category, followed by question-directives and requests. The distribution suggests a classroom in which the teacher maintains clear organizational control while also using interrogative and mitigated forms to open participation. Advice, invitations, and prohibitions occur less frequently because they are tied to more specific pedagogical circumstances.

Table 2. Provisional distribution of linguistic forms (illustrative corpus, N = 186)

Directive form	Frequency (n)	Percentage (%)	Primary interactional tendency
Commands/instructions	58	31.18	Make the required action explicit; organize tasks and time.
Question-directives	44	23.66	Elicit answers, volunteers, explanations, or reasoning.
Requests	30	16.13	Prompt action while marking consideration or reduced coerciveness.
Advice/suggestions	24	12.90	Recommend improvement, revision, or strategy use.
Invitations	18	9.68	Frame action as shared participation through inclusive orientation.
Prohibitions	12	6.45	Prevent behavior that disrupts safety, attention, or fairness.
Total	186	100.00	-

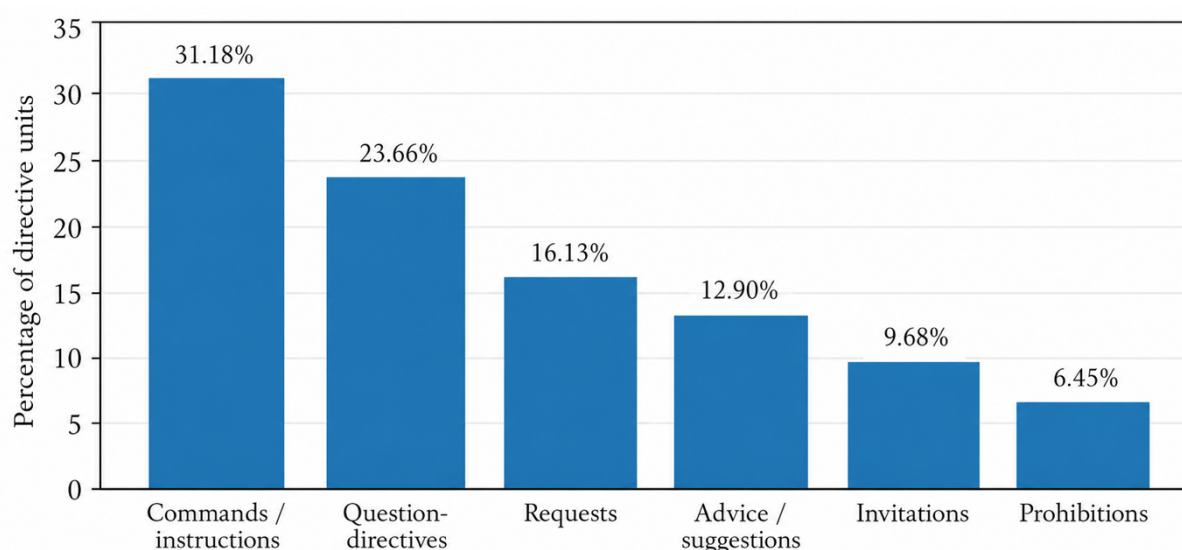


Figure 2. Provisional percentage distribution of directive forms

The contrast between commands and question-directives is analytically important. Commands maximize clarity when the next action is procedural, such as opening a text, forming a group, or submitting a worksheet. Question-directives are more compatible with dialogic participation because they nominate a knowledge action without always selecting a particular student. Their pedagogical value depends on wait time, follow-up, and whether the teacher accepts more than one reasoned answer.

Directness and pragmatic mitigation

Table 3 models a predominance of direct strategies (55.91%). In institutional interaction, this proportion is not evidence of impoliteness by itself. The direct strategy is often the least ambiguous and most economical way to coordinate a group. The sociopragmatic question is how directness is locally framed. Mitigators such as *silakan*, *coba*, *mari*, vocatives, reasons, and the particle *allow* you to transform an imperative from a bare order into an instructional invitation or supportive prompt.

Table 3. Provisional distribution of directness strategies

Directness strategy	Frequency (n)	Percentage (%)	Typical realization
Direct	104	55.91	Imperative, explicit obligation, or named action.
Conventionally indirect	58	31.18	Modal/interrogative request or conventional mitigation.
Nonconventionally indirect	24	12.90	Hint, problem statement, or evaluative observation requiring inference.
Total	186	100.00	-

The following examples are reconstructed analytical illustrations, not verbatim data: (a) Command/instruction: 'Open the text on page 36 and identify its orientation.' (b) Request: 'Please compare your answer with your partner's.' (c) Question-directive: 'Who can explain why this sentence is persuasive?' (d) Invitation: 'Let us formulate the conclusion together.' (e) Advice: 'You should support the claim with evidence from the text.' (f) Prohibition: 'Do not interrupt while your classmate is presenting.' Each example becomes meaningful only when interpreted with prosody, lesson phase, prior talk, and student uptake.

Pedagogical functions and lesson phases

The pedagogical-function matrix indicates that procedural organization, participation elicitation, and cognitive scaffolding account for most of the modeled directives. This pattern is consistent with Indonesian language lessons that move repeatedly between whole-class explanation, reading, text analysis, group discussion, and presentation. Regulation, motivation, and ethical reinforcement are less frequent but institutionally significant because they protect the conditions in which learning can proceed.

Table 4. Provisional pedagogical functions of directive utterances

Pedagogical Function	Frequency (n)	Percentage (%)	Interpretive Description
Organizing learning procedures	54	29.03	Managing materials, grouping, sequence, movement, and time.
Eliciting participation and responses	46	24.73	Allocating turns, inviting answers, and initiating presentations.
Scaffolding cognitive processes	34	18.28	Directing attention to evidence, comparison, inference, and revision.
Regulating behavior/ discipline	25	13.44	Maintaining attention, turn-taking, fairness, and a safe climate.
Motivational/affective support	17	9.14	Encouraging persistence, confidence, and willingness to

Pedagogical Function	Frequency (n)	Percentage (%)	Interpretive Description
Ethical-religious reinforcement	10	5.38	try. Connecting action with honesty, respect, responsibility, or worshipful intention.
Total	186	100.00	-

Table 5. Provisional distribution across lesson phases

Lesson phase	Frequency (n)	Percentage (%)	Dominant directive work
Opening	28	15.05	Greeting routines, readiness, learning goals, and initial attention.
Core activity	136	73.12	Task organization, explanation, reasoning, group work, and presentation.
Closing	22	11.83	Summary, reflection, homework, and follow-up commitments.
Total	186	100.00	-

Sociopragmatic patterns

First, authority and solidarity operate together rather than as opposites. Teachers possess institutional authority to direct activity, but they can enact that authority through inclusive pronouns, reasons, respectful address, and opportunities for choice. A direct instruction followed by an open question may efficiently establish the task and then return interpretive space to students. Conversely, an apparently polite interrogative can remain highly controlling when only one response is accepted.

Second, the lesson phase constrains pragmatic choice. Opening directives tend to establish readiness and shared orientation. Core-activity directives are more varied because the teacher must coordinate procedures, elicit talk, scaffold reasoning, and respond to emerging problems. Closing directives compress reflection and future action into a limited time frame. The high modeled concentration in the core phase therefore reflects the density of pedagogical work rather than a simple preference for control.

Third, pedagogical purpose explains why similar forms have different effects. The imperative *coba perhatikan bukti pada paragraf kedua* ('try to attend to the evidence in the second paragraph') is direct in form but functions as cognitive scaffolding. The interrogative *sudah selesai semua?* ('Has everyone finished?') May appear to request information, but can direct students to complete work immediately. Sociopragmatic analysis identifies these indirect relationships by examining what action becomes relevant next.

Fourth, value-sensitive communication is most visible in the manner of regulation. Ethical reinforcement is not restricted to explicit religious vocabulary. Reminders to listen respectfully, cite sources honestly, share roles fairly, and complete obligations responsibly can instantiate the school's moral orientation. The analytical task is to document these patterns without assuming that institutional identity automatically guarantees respectful practice.

Discussion

The provisional pattern is broadly compatible with previous research showing that directives dominate teacher talk because teaching requires prospective coordination of student action. Susanti and Liusti (2025) and Zohana and Tressyalina (2025) found that

Indonesian-language teachers use direct communication extensively while also employing questions and other forms to sustain interaction. Noprilia and Tressyalina (2025) further demonstrated that the choice of directive and politeness strategy responds to classroom conditions. The present framework extends those findings by separating formal category, directness, modifier, pedagogical function, lesson phase, and uptake. This prevents a command from being interpreted as automatically authoritarian or a question as automatically dialogic.

The prominence of question-directives reflects the dual role of teacher questions. They can control the response space, but they can also create opportunities for students to articulate knowledge. Aini et al. (2023) showed that directive categories exhibit different distributions in online interactions, with technology and turn access affecting teachers' choices. In face-to-face Indonesian lessons, open-ended question directives can support text interpretation when accompanied by adequate wait time and follow-up prompts. This aligns with dialogic teaching, which values cumulative and purposeful talk rather than recitation alone (Alexander, 2020; Mercer et al., 2019).

The direct-strategy pattern also supports a sociopragmatic interpretation of institutional legitimacy. Fatma et al. (2020) demonstrated that directives in academic discourse are shaped by culture and interpersonal management, while Prayitno et al. (2021) showed that directive politeness contributes to character-oriented communication. In the modeled MTs context, direct instruction is efficient because the teacher and students share knowledge of classroom rights and obligations. The key professional competence is not to eliminate directness but to calibrate it: urgency, task complexity, student readiness, and the risk of public face loss should influence whether an instruction is bare, mitigated, reasoned, or transformed into an invitation.

The distinction between procedure and cognitive scaffolding is a major pedagogical contribution. Many directive research groups all imperatives or requests together, even though 'write your name' and 'compare the narrator's position with the evidence' demand different kinds of student action. The latter directs attention and reasoning, not merely behavior. Nisa and Abduh (2022) and Yulian and Mandarani (2023) provide useful foundations for classroom speech-act classification, while the present model foregrounds the knowledge-building consequence of the directive. This shift allows teacher educators to evaluate not only whether teachers give instructions politely, but whether those instructions advance higher-order literacy.

The mitigation pattern also illustrates how pragmatic competence is modeled through instruction. House et al. (2021) argue that learners may struggle when conventional expressions shift speech-act function across contexts. Omar and Razi (2022) and Taguchi (2024) show that explicit and technology-enhanced pragmatic instruction can improve awareness of context-sensitive choices. Indonesian-language teachers therefore teach pragmatics indirectly whenever they formulate requests, disagreements, advice, and invitations in front of students. A reflective teacher can make this modeling more visible by comparing alternative formulations and discussing how social meaning changes.

The faith-based institutional context requires careful interpretation. Hanaris et al. (2026) found that values become operational when they are translated into structured professional behavior rather than remaining abstract labels. Masulah et al. (2026) similarly showed that values education can be embedded in classroom interaction, materials, and role modeling. Fuad et al. (2026) emphasize the importance of coherent instructional procedures in language learning innovation. Applied to directives, these insights suggest that respect, responsibility, honesty, and collaboration must be

observable in the design of turn, feedback, role allocation, and repair practices. Ethical discourse is therefore a matter of interactional evidence, not institutional branding.

Teacher interpersonal communication also has motivational consequences. Xie and Derakhshan (2021) synthesize evidence that positive relational behaviors support engagement and learning. In directive sequences, this means that correction can be delivered without ridicule, challenge can be paired with confidence in students' ability, and prohibitions can be justified in terms of collective learning. Such practices are compatible with SDG 4 because quality education includes inclusive participation, psychologically safe learning, and equitable access to classroom voice (United Nations, 2015; UNESCO, 2020). The framework's contribution is to identify the micro-linguistic practices through which these broad commitments are enacted.

The model also has practical implications for teacher development. First, video-based reflection can help teachers notice their recurrent directive forms and the students who receive them. Second, a coding sample can reveal whether directives primarily manage behavior or also scaffold interpretation and metalinguistic reasoning. Third, teachers can rehearse alternative formulations for the same pedagogical goal: a bare command for urgent regulation, a reasoned instruction for procedural clarity, an invitation for collaborative work, or an open question for exploratory dialogue. Finally, analysis of uptake can show whether students understand the directive, need clarification, or comply without cognitively engaging.

The percentages should be interpreted cautiously even after empirical verification. A high proportion of commands may reflect a lesson with complex transitions rather than a stable authoritarian style. A low proportion of prohibitions may indicate a well-regulated class, but it may also reflect indirect correction that was coded elsewhere. Qualitative explanation must therefore remain primary. Tracy (2020), Braun and Clarke (2022), and Creswell and Poth (2024) emphasize that rigor arises from transparent interpretation, contextual detail, and reflexivity, not from numerical display alone.

CONCLUSION

Fundamental Finding: Pedagogical directives in Indonesian language learning should be understood as context-sensitive instructional actions rather than isolated grammatical types. The proposed sociopragmatic-pedagogical framework integrates linguistic form, directness, pragmatic mitigation, lesson phase, pedagogical function, and student uptake. In the provisional model, commands and instructions are most frequent, but question-directives and requests make a substantial contribution to participation and relational balance. Directness is compatible with respectful teaching when it is justified by the activity, mitigated where necessary, and followed by opportunities for student reasoning. **Implications:** The framework can support classroom observation, teacher self-reflection, and professional development by distinguishing directives that merely control activity from those that scaffold literacy, dialogue, motivation, and ethical participation. It also provides a micro-level account of how quality education and faith-sensitive values can be enacted through everyday language. **Limitations:** The numerical results in this draft are illustrative because the authors did not provide raw classroom data, participant details, or ethics records. The analysis is also bound to one institutional context and cannot be generalized statistically. **Future Research:** The authors should validate the coding matrix with authentic recordings, conduct sequential analysis of student uptake, compare grade levels and teachers, and examine how gender, task type, and multilingual resources

influence directive choice. Mixed-method extensions may relate directive patterns to engagement, participation equity, and learning outcomes.

AUTHOR CONTRIBUTIONS

Musaffak contributed to conceptualization, research design, prospective data curation, formal analysis, visualization, and preparation of the original draft. **Kisyani Laksono** contributed to supervision, the sociopragmatic framework, methodological validation, and critical review and editing. **Mulyono** contributed to methodology, analytical validation, interpretation, and critical review and editing. All authors are responsible for verifying the empirical data and approving the final manuscript.

CONFLICT OF INTEREST

The authors declare no conflict of interest. This statement must be reconfirmed before submission.

ETHICAL COMPLIANCE STATEMENT

Ethical approval was obtained from the Research Ethics Committee of Universitas Muhammadiyah Malang, approval number E.2.a/501/BPP-UMM/III/2026, dated 10 March 2026. Permission to conduct the study was obtained from Muhammadiyah Islamic Junior Secondary Schools1 Malang. All participating teachers provided informed consent. Parental or guardian consent and student assent were obtained where required. All participants' names and identifying information were anonymized. Research data were stored securely and used solely for the purposes communicated to the participants.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

OpenAI's ChatGPT was used solely to support English-language editing, grammar correction, and structural refinement during manuscript revision. It was not used to generate, replace, or analyze primary empirical data. All AI-assisted suggestions were critically reviewed and revised by the authors, who retain full responsibility for the accuracy, originality, interpretation, and final content of the manuscript.

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