

Info Artikel
Diterima : 28 November 2025
Disetujui : 13 Januari 2026
Dipublikasikan : 20 Januari 2026

Teacher Commands and Prohibitions in Classroom Interaction: An Ethnopragmatic Analysis of Liberal and Conservative Indonesian Language Teachers

Agus Purnomo Ahmad Putikadyanto^{1*}, Asep Setiadi²

¹State Islamic University of Madura, Pamekasan, East Java, Indonesia

²Silpakorn University, Phetchaburi, Phetchaburi, Thailand

¹aguspurnomo@iainmadura.ac.id, ²setiadi_a@su.ac.th

*Corresponding Author

Abstract: *This study examines directive speech acts in the form of commands and prohibitions used by Indonesian language teachers with liberal and conservative ideological orientations in classroom learning interactions. The study employs a qualitative research design with an ethnographic approach. The data were obtained from the utterances of seven liberal- and conservative-oriented teachers across four educational institutions at different levels (junior and senior high schools) in Malang City. The selection of teachers from different educational levels was intended to represent variations in pedagogical practices based on students' developmental stages, while Malang City was chosen due to its diversity of educational institutions and academic cultures that allow for the emergence of varied ideological orientations and directive speech strategies, particularly commands and prohibitions. Data were collected through classroom observations, in-depth interviews, and documentation. The findings reveal clear differences in the use of directive speech acts of commands and prohibitions between liberal and conservative teachers. Liberal-oriented teachers tend to employ indirect directive strategies that emphasize politeness, dialogue, and learner autonomy, thereby creating a more egalitarian and participatory classroom atmosphere. In contrast, conservative-oriented teachers more frequently use direct and explicit directive speech to maintain order, discipline, and clarity of instruction. Both groups demonstrate communicative flexibility by adjusting directive strategies to situational demands, indicating that the use of commands and prohibitions is dynamic and context-dependent. These findings affirm that directive speech acts of commands and prohibitions reflect teachers' cultural values and ideological orientations and have important implications for the success of Indonesian language learning in the classroom.*

Keywords: *Conservative; directive; directive speech strategies; ethnopragmatics; liberal*

Abstrak: Penelitian ini mengkaji tuturan direktif berupa perintah dan larangan yang digunakan oleh guru Bahasa Indonesia dengan orientasi ideologi liberal dan konservatif dalam interaksi pembelajaran di kelas. Metode yang digunakan adalah penelitian kualitatif dan pendekatan etnografi. Data diperoleh dari tuturan tujuh guru berorientasi liberal dan konservatif di empat institusi pendidikan lintas jenjang (SMP–SMA) di Kota Malang. Pemilihan guru lintas jenjang dilakukan untuk merepresentasikan perbedaan praktik pedagogis berdasarkan tingkat perkembangan peserta didik, sementara Kota Malang dipilih karena memiliki keragaman institusi pendidikan dan budaya akademik yang memungkinkan munculnya variasi ideologi dan strategi tutur guru, khususnya perintah dan larangan. Pengumpulan data dilakukan melalui observasi kelas, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan adanya perbedaan yang jelas dalam penggunaan tuturan direktif perintah dan

larangan antara guru liberal dan konservatif. Guru berorientasi liberal cenderung menggunakan tuturan direktif perintah dan larangan tidak langsung yang menekankan kesantunan, dialog, dan otonomi peserta didik sehingga menciptakan suasana kelas yang lebih egaliter dan partisipatif. Sebaliknya, guru berorientasi konservatif lebih sering menggunakan tuturan direktif perintah dan larangan langsung dan eksplisit untuk menjaga ketertiban, kedisiplinan, serta kejelasan instruksi. Kedua kelompok guru menunjukkan fleksibilitas komunikasi dengan menyesuaikan strategi direktif berdasarkan tuntutan situasi, yang menunjukkan bahwa penggunaan perintah dan larangan bersifat dinamis dan kontekstual. Temuan ini menegaskan bahwa tuturan direktif perintah dan larangan merefleksikan nilai budaya dan ideologi guru serta berimplikasi penting bagi kesuksesan pembelajaran Bahasa Indonesia di kelas.

Kata Kunci : *Direktif; etnopragmatik; konservatif; liberal; strategi tuturan direktif.*

Introduction

Teachers play a crucial role in determining the success of the learning process in the classroom, including in Indonesian language instruction, which requires active interaction between teachers and students. Learning outcomes are not only influenced by the teacher's mastery of the subject matter, but also by the teacher's ability to manage the learning process so that students are able to understand learning concepts comprehensively (Mailizar et al., 2025; Nix et al., 2022). In this context, teachers function as facilitators who help students develop language skills through structured guidance, direction, and hands-on practice (Beaudry et al., 2024).

In addition, the way teachers communicate in the classroom is a key factor that can influence students' motivation and positive attitudes toward learning (Serki & Bolkan, 2024). Effective communication can create an enjoyable learning atmosphere, encourage students to ask questions, and strengthen their confidence in participating (Arciniegas-Romero et al., 2025; Herro et al., 2025). Conversely, ineffective communication may reduce student engagement and hinder the development of language skills. Thus, teachers' communication patterns serve as

a determining element in the quality of classroom interaction and learning outcomes (Malik & Nurhadi, 2024).

Within classroom interaction, directive speech acts are among the most frequently used forms of communication by teachers. Directive is speech that aims to order other people to do something (John et al., 2019; Muryati & Sudiatmi, 2021; Nurpadillah, 2019). Directive speech includes commands, requests, suggestions, or prohibitions aimed at guiding students' actions. The strategies used in delivering directive speech can foster a conducive, disciplined, and well-managed learning environment, allowing students to participate optimally in the learning process. Variations in the use of direct and indirect strategies also affect how instructions are understood and received by students.

In the context of Indonesian language learning, directive speech acts are used by teachers to guide, control, and ensure the smooth flow of the teaching and learning process. Two main forms of directive speech acts are commands and prohibitions. A command is an utterance that instructs the hearer to perform a certain action or behavior (Pujiyanti et al., 2024). Teachers use commands to ask students to carry out

tasks such as completing assignments, opening books, or paying attention to explanations. Meanwhile, a prohibition is an utterance that instructs the hearer not to perform a certain action (Dessari et al., 2021). Prohibitions are used to prevent students from engaging in behaviors that may disrupt learning, such as talking too loudly, playing around, or losing focus during classroom activities. These two types of directive speech acts not only function as linguistic instructions but also reflect how teachers build authority, manage the classroom, and negotiate social relationships with students. Analyzing commands and prohibitions is essential for understanding classroom interaction dynamics, the communication strategies employed by teachers, and the cultural values and ideologies that influence their language choices in pedagogical practice.

The success of classroom learning is influenced not only by teachers' pedagogical competence but also by the cultural values that shape their communication styles (Andriana & Cahyo, 2025). Culture forms the mindset, interaction norms, and linguistic behavior that teachers employ when interacting with students (Lin & Wu, 2022). In this regard, an ethnopragmatic approach becomes essential for understanding the relationship between speech, cultural context, and the meanings that emerge during instructional practices.

Ethnopragsmatics is an approach to language analysis that examines how the meanings of utterances are constructed, interpreted, and understood within specific cultural contexts (Agyekum, 2019). This approach emphasizes that language cannot be separated from the values, norms,

beliefs, and social practices embedded in a community, meaning that every utterance is inseparable from the cultural background that shapes it. Ethnopragsmatics reveals how speakers employ particular communication strategies based on their cultural worldview, habits, and values, including how they express politeness, authority, emotions, or social relations (Mensah, 2015). This approach is crucial for understanding variations in language use across individuals or groups, especially when identical utterances may carry different meanings or functions depending on the sociocultural context in which they occur.

Beyond cultural factors, teachers' ideological orientations play a crucial role in shaping their communication styles and the directive speech strategies they employ in classroom interactions. From an ethnopragsmatic perspective, language use is understood as a cultural practice that reflects the values, norms, beliefs, and worldviews shared within a particular community (Agyekum, 2019; Mensah, 2015). In this study, ethnopragsmatics is applied to analyze teachers' directive speech acts of commands and prohibitions as social actions that occur in authentic classroom contexts and are shaped by ideological orientations, pedagogical practices, and interactional demands. Within this framework, directive speech acts of commands and prohibitions are not viewed merely as linguistic forms, but as indicators of how teachers position themselves in relation to authority, learner roles, and instructional objectives. Teachers with a liberal orientation tend to implement dialogic and flexible instructional models that emphasize learner autonomy and

participation, which are linguistically realized through the use of indirect and mitigated directives (O'neil, 2007). In contrast, teachers with a conservative orientation more frequently apply structured, teacher-centered instructional models that prioritize discipline, order, and instructional clarity, leading to a preference for direct and explicit directives (O'neil, 2007). These ideological tendencies are operationalized in this study by comparing the use of commands and prohibitions in classroom interactions. However, in line with the ethnopragmatic perspective, the analysis also takes into account situational and contextual factors—such as classroom conditions, instructional objectives, student behavior, and institutional norms—that influence teachers' choices of directive strategies.

Liberal and conservative ideologies in this study are positioned as analytical lenses for understanding variations in classroom interaction rather than as rigid categories. Liberal ideology is associated with pedagogical practices that promote openness, dialogue, and student expression (Manning, 1997; O'neil, 2007), whereas conservative ideology is linked to practices that emphasize discipline, authority, and (O'neil, 2007; Toft & Calhoun, 2021). By situating these ideological orientations within authentic classroom discourse, this study demonstrates how abstract ideological principles are concretely realized through teachers' directive speech in everyday instructional practice.

Furthermore, the speech strategies employed by teachers during instruction have direct implications for students' engagement and (Astutik et al., 2025). The ethnopragmatic approach adopted in this

study enables an analysis of how directive speech acts of commands and prohibitions function pragmatically to regulate interaction, manage classroom behavior, and support the objectives of Indonesian language learning. When directive forms align with students' cultural expectations and interactional norms, they foster a more inclusive and participatory learning environment. This is particularly important in Indonesian language instruction, which emphasizes active speaking and listening skills, making the strategic use of directive speech a key factor in enhancing students' confidence, participation, and overall learning effectiveness.

Furthermore, teacher speech that is tailored to students' needs and cultural backgrounds also affects their comprehension of the material. When culturally relevant strategies are applied, students can more easily understand instructions and content because the delivery aligns with their ways of thinking and prior experiences (Odame-Amoabeng et al., 2025; Zengilowski & Brown, 2025). This not only improves their grasp of the subject matter but also increases their interest and confidence in learning. In other words, the appropriate use of teacher speech strategies can serve as an effective tool to bring students closer to the learning material and to encourage more active and enthusiastic participation, particularly in language learning, which requires strong communication skills (Chaderopa & Ngocha-Chaderopa, 2024).

Although numerous studies have examined teachers' speech strategies and the role of culture in the learning process (Ahsan, 2025; Gervacio & Xhomaqi, 2025; Getman et al., 2025; Syahrul, 2015),

research that specifically links teachers' ideological orientations—liberal and conservative—with their directive speech strategies in Indonesian language classrooms remains very limited. Most previous studies have focused only on the general forms of teacher speech without exploring how ideology and cultural background simultaneously shape teachers' communication practices. This study offers novelty by integrating an ethnopragmatic approach to explain how cultural values, ways of thinking, and ideological orientations influence teachers' choices of directive strategies in distinct ways. By highlighting two contrasting teacher types within a single analytical framework, this study provides new insights into variations in teacher communication styles and their implications for language learning dynamics, offering a more comprehensive perspective than earlier research. The purpose of this study is to describe how liberal and conservative Indonesian language teachers employ directive speech strategies in the classroom.

Research Methods

This study employs a qualitative research design with an ethnographic approach to explore the directive speech acts of commands and prohibitions used by teachers within the instructional context. The ethnographic approach was chosen because it enables the researcher to uncover linguistic practices, cultural values, and communication patterns that naturally emerge in the classroom environment (Copland & Creese, 2015). The purpose of this study is to describe how Indonesian language teachers with liberal and conservative ideological orientations apply

directive speech strategies during classroom interactions. The data for this study consist of teachers' utterances collected from Indonesian language classrooms across multiple educational institutions and grade levels (junior and senior high schools) in Malang City. To ensure variation in pedagogical practice and communication styles, the data were obtained from seven Indonesian language teachers with liberal and conservative ideological orientations. The selection of teachers across different educational levels was intended to capture variations in directive speech strategies in relation to students' developmental stages, while Malang City was chosen as the research site due to its diversity of educational institutions and academic cultures, which allows for the emergence of differing ideological orientations and classroom interaction patterns. Data collection was conducted over an extended period from 2016 to 2025, enabling the researcher to observe the consistency and dynamics of teachers' directive speech strategies across different instructional contexts and time frames. The involvement of multiple institutions, educational levels, and ideological orientations provides richer and more representative data on variations in teachers' communication strategies in Indonesian language learning.

Data were gathered through classroom observations, in-depth interviews with teachers, and documentation supporting the verification of findings. Observations were conducted to identify directive speech strategies that naturally occurred during the learning process. In-depth interviews were used to explore the teachers' ideological

orientations, while documentation served to strengthen and complement the data obtained through other techniques. To ensure data validity, this study employed triangulation of data sources by cross-checking findings from observations, interviews, and documentation. In addition, member checking was conducted by confirming the interpretation of selected utterances and ideological categorizations with the participating teachers to minimize researcher bias. Data analysis was carried out in several stages following Miles & Huberman's (2018) stages, including categorizing teachers' ideologies based on interview results, selecting speech data from observations and documentation, and analyzing and interpreting the data in accordance with the research objectives to identify the differences in directive speech strategies used by liberal and conservative teachers.

Results and Discussion

Directive Command Speech of Liberal Indonesian Language Teachers

This subsection presents the results and discussion concerning directive command speech used by liberal-oriented Indonesian language teachers. The following diagram presents the Directive Command Speech of Liberal Indonesian Language Teachers based on the data analysis.

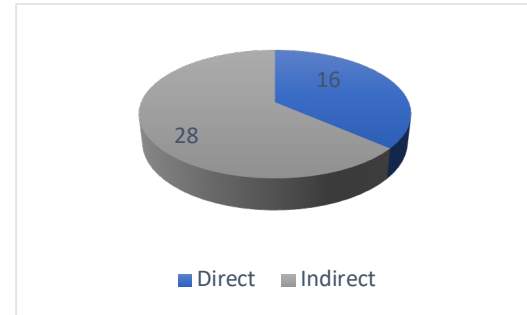


Diagram 1 Liberal Directive Command Speech

The data on research indicate that liberal-oriented Indonesian language teachers predominantly use indirect directive strategies when issuing commands to students. Of the total command utterances analyzed, 16 were delivered directly, while 28 were delivered indirectly. The dominance of indirect strategies suggests that liberal teachers prefer to give instructions through more subtle, implicit, and dialogic forms of speech, allowing them to avoid imposing explicit pressure on students (Bialostosky, 2020). This indirect approach enables teachers to create a more egalitarian classroom atmosphere and provides students with space to respond without feeling constrained by rigid power dynamics (O'neil, 2007). Conversely, although less frequent, direct commands are still used by liberal teachers, particularly in situations that require clarity or immediate action. These findings align with the ideological characteristics of liberal teachers, who prioritize flexibility, student participation, and emotional comfort in classroom interaction.

The following are examples of the data liberal indirect strategies found in this study.

Data (1)

Sekarang Bu Maria minta, sebelum membicarakan apa yang sudah kalian kerjakan selama Bu Maria di Surabaya, kita menyanyikan lagu hymne bahasa Indonesia.

Now, Ms. Maria asks that before we discuss what you have worked on while she was in Surabaya, we sing the Indonesian hymn.

(G1/T1/GL/1)

The data above appear at the beginning of the lesson when a teacher with a liberal ideological orientation initiates the class with an activity of singing the Indonesian hymn. In terms of linguistic context, the teacher attempts to create an opening atmosphere that is formal and nationalistic through a collective singing activity. The context of language use indicates that although the teacher expects students to immediately perform the action of singing the hymn, the instruction is delivered in the form of a declarative sentence rather than a direct command. This places the utterance as an example of an indirect directive strategy within the classroom interaction.

The utterance reflects the tendency of liberal-oriented teachers to use indirect directive strategies that are more subtle and non-authoritative. Instead of using direct commands such as “Please sing the Indonesian hymn” or “Come on, sing the song now,” the teacher chooses a declarative structure that implicitly conveys a request. This strategy enables the teacher to give instructions without imposing explicit pressure, allowing students to feel respected and providing space for classroom participation. Such an approach aligns with the communicative

characteristics of liberal teachers, who emphasize dialogue, emotional comfort, and egalitarian pedagogical relationships (Mor, 2018; O’neil, 2007). In this way, the instruction is still followed, but delivered in a more polite and persuasive tone, contributing to a more conducive and democratic classroom atmosphere.

The use of direct strategies is employed by liberal Indonesian language teachers in the classroom, as seen in the following data:

Data (2)

Buka tugas yang telah kalian kerjakan!

Open the assignments you have completed!

(G1/T1/GL/2)

The data above appear in a learning situation where the teacher instructs students to open the assignments they have previously completed. In terms of linguistic context, this utterance is used to direct students to immediately open their notebooks or assignment sheets as part of the next phase of the lesson. In the context of language use, the utterance functions as a direct command to open the assignment. Unlike indirect directives, this instruction is delivered explicitly through an imperative sentence. This indicates that liberal teachers, in certain situations, still employ direct directive strategies to ensure that instructions are understood and carried out quickly and accurately.

This utterance demonstrates that although liberal-oriented teachers tend to prefer subtle and non-authoritative communication strategies, they can still choose direct directive strategies when the learning situation requires clarity. In this

case, the teacher does not use declarative or implicit request forms but instead opts for a straightforward command such as “*Open your assignments now.*” This direct strategy is appropriate because the expected student action is simple, immediate, and requires a quick response. This shows the flexibility of liberal teachers in adjusting their speech strategies according to classroom needs. Even though the directive is direct, it does not signal dominance or authoritarianism; rather, it is intended to maintain an orderly and efficient flow of instruction. Thus, the use of direct directive strategies remains consistent with the liberal teacher’s communication principles, which emphasize positive and interactive pedagogical relationships (O’neil, 2007).

Directive Prohibition Speech of Liberal Indonesian Language Teachers

The following discussion focuses on directive prohibition speech employed by liberal Indonesian language teachers in classroom interactions. The following diagram presents the Directive Prohibition Speech of Liberal Indonesian Language Teachers based on the data analysis.

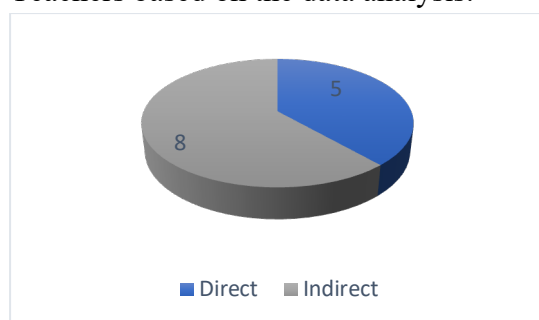


Diagram 2 Liberal Directive Prohibition Speech

The data on *Liberal Directives Prohibition Speech* show that liberal-oriented Indonesian language teachers tend to use indirect prohibition strategies more

frequently than direct ones during classroom interactions. Of the prohibition utterances analyzed, 5 were expressed directly, while 8 were conveyed indirectly. The dominance of indirect strategies reflects the tendency of liberal teachers to express prohibitions through more subtle, implicit, or mildly admonishing forms of speech, thereby avoiding direct confrontation with students. This approach allows teachers to maintain a harmonious classroom atmosphere while still guiding students’ behavior in accordance with instructional needs. Meanwhile, direct prohibitions are employed in specific situations that require immediate responses or when student disruptions significantly interfere with the learning process. Overall, these findings reinforce the communicative characteristics of liberal teachers, who prioritize politeness, dialogue, and more egalitarian pedagogical relationships (Kadar, 2017; O’neil, 2007).

The following is a data of directive speech by liberal Indonesian language teachers with a prohibitive function

Data (3)

Yang belum selesai menyalin selesaikan, kamu ngobrol tok.
Those who have not finished copying, finish it; you are talking too much.
(G1//T2/GL/3)

The data above appear in a classroom situation where the teacher asks students to copy the answers written on the board as the break time is about to begin. In terms of linguistic context, the utterance is used by the teacher to ensure that students complete their task before leaving the classroom. In the context of language use, the utterance implicitly functions as a prohibition against

taking a break if students have not finished copying the material. Although the teacher's primary intention is to give a firm instruction so students remain focused on their task, the utterance is delivered in the form of a declarative sentence rather than a direct prohibition. This indicates that the teacher—who holds a liberal ideological orientation—uses an indirect directive strategy to convey prohibition and maintain classroom control.

This utterance reflects the tendency of liberal-oriented teachers to use indirect strategies even in situations that require clear and firm prohibitions. Instead of saying “Do not take a break before you finish copying” or “Stop talking and complete your task,” the teacher chooses to express the prohibition and admonition through descriptive statements about the students' behavior. This strategy allows the message of prohibition to be delivered, but in a more subtle and non-confrontational manner, so students do not feel directly pressured. Such an approach aligns with the communicative style of liberal teachers, who emphasize emotional comfort, non-hierarchical interaction, and persuasive forms of classroom management (Abel, 2017). Through this approach, the teacher can maintain discipline and ensure that tasks are completed while still preserving a classroom atmosphere that is humanistic, inclusive, and tolerant of student interaction dynamics (O'neil, 2007).

Direct directive prohibition speech by liberal Indonesian language teachers can be seen in the following data:

Data (4)

Dengarkan halooo.. dengarkan!
Listen hellooo... listen!
(G1/T2/GL/4)

The utterance above appears when one of the groups is about to begin their presentation, yet several students are still noisy and not paying attention. The linguistic context of this utterance reflects a classroom situation that is not yet conducive, as some students are still talking among themselves, disrupting the start of the presentation activity. The context of language use indicates that the teacher intends to prohibit students from being noisy and to direct them to focus on the ongoing activity. Although the teacher is liberal-oriented, this utterance is delivered through a direct directive strategy that is firm in order to immediately stop the noise. This shows that liberal teachers still use direct strategies in certain conditions that require a quick response and classroom orderliness.

The use of a direct directive strategy by the liberal-oriented teacher in this utterance demonstrates their flexibility in adjusting communicative forms according to situational needs. From an ethnopragmatic perspective, the call “*Listen hellooo...*” followed by the emphatic “*listen!*” functions as an implicit prohibition against making noise as well as a direct command for students to pay attention. Although liberal teachers tend to prefer indirect strategies in many situations, at important moments such as the start of a presentation, the teacher chooses a more explicit form to ensure the smooth flow of the activity. Furthermore, the choice of wording with a light and friendly tone at the beginning of the utterance shows an effort to maintain an egalitarian atmosphere without appearing overly authoritarian, while still effectively stopping the commotion (O'neil, 2007). This utterance

illustrates that liberal teachers can combine politeness and firmness to maintain focus and order in classroom interaction.

Directive Command Speech of Conservative Indonesian Language Teachers

This section discusses directive command speech used by conservative Indonesian language teachers in classroom interactions. Based on the data analysis, the following are the directive command speech used by conservative Indonesian language teachers.

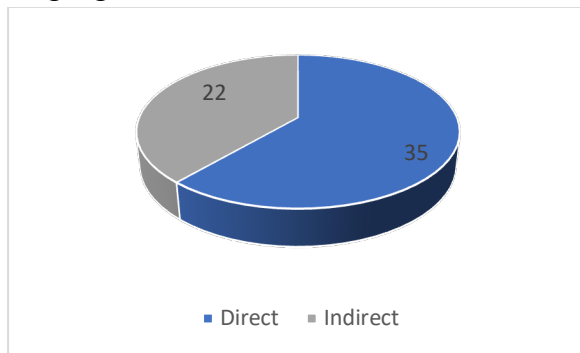


Diagram 3 Conservative Directives Command Speech

The data above indicate that conservative-oriented Indonesian language teachers predominantly use direct command strategies in classroom interactions. Of the total command speech analyzed, there were 35 direct commands and 22 indirect ones. The dominance of direct strategies reflects the communicative characteristics of conservative teachers, who emphasize firmness, clarity of instruction, and the enforcement of discipline in the classroom (O'neil, 2007). Direct commands are used to ensure that students respond immediately and follow directions without confusion or multiple interpretations, thereby helping maintain order and the effectiveness of the learning

process. Nevertheless, the presence of 22 indirect commands shows that conservative teachers still employ more subtle forms of instruction in certain situations, such as when they intend to reprimand without open confrontation or when classroom conditions allow for a more flexible approach. Overall, this pattern illustrates that conservative ideology influences a preference for more explicit directive strategies (Swigart et al., 2020), while still allowing adaptability to situational needs in classroom management.

Data (5)

Selesaikan tugas yang saya berikan, dan saya ada keperluan di kantor!
Finish the assignment I have given you, and I have some matters to attend to in the office!
(G2/T3/GK/5)

The utterance above appears in a learning context in which several students have not yet completed the assignment previously given by the teacher. To ensure the continuity of the learning process, the teacher then instructs the students to complete the assignment before leaving the classroom to go to the office. The linguistic context emphasizes the completion of students' tasks, while the context of language use indicates the teacher's command for students to finish the given assignment. The function of this utterance is a direct form of command. A conservative-oriented teacher delivers this instruction using a direct directive strategy through a firm imperative form, allowing students to understand that the command must be carried out immediately without delay. These findings show that in situations requiring order and compliance, conservative teachers tend to use explicit

and straightforward directive strategies to ensure classroom control remains maintained.

This utterance reflects the communication characteristics of a conservative teacher who prioritizes firmness, clarity, and an emphasis on hierarchy within classroom interactions (O'neil, 2007; Yanelli, 2024). The direct directive strategy used shows that the teacher intends to ensure the instruction is not open to multiple interpretations and can be promptly followed by the students. From an ethnopragmatic perspective, this form of command reflects cultural values related to the teacher's authority and the expectation of student obedience in Indonesian educational practices, which are still strongly influenced by formal and hierarchical norms. In addition, the insertion of the reason "*I have matters to attend to in the office*" strengthens the legitimacy of the command while emphasizing a situation that requires students to take responsibility for their assignments independently. This speech strategy not only functions to direct action but also reveals the dynamics of power relations and the teacher's role in maintaining discipline and instructional effectiveness in the classroom.

An example of an indirect conservative directive strategy with a commanding function can be seen in the following data:

Data (6)

Kok kelasnya kotor? kelasnya dibersihkan ya. Jangan menunggu OB nya datang.

Why is the classroom dirty? Don't wait for the OB to come.

(G3/T3/GK/6)

The utterance above appears at the beginning of the lesson when the teacher enters the classroom and finds it in an unclean condition. In the linguistic context, the utterance reflects a messy classroom situation that hinders the creation of a conducive learning environment. The context of language use shows that the utterance functions as the teacher's command for students to immediately clean the classroom without waiting for the OB to do it. Although the function of the utterance is to issue a command, its form is not a direct instruction. Instead, it is delivered through an indirect directive strategy expressed in the form of a rhetorical question and a subtle admonition. The conservative Indonesian language teacher chooses this form to guide students' actions firmly but without stating the command explicitly. This finding indicates that in certain situations, conservative teachers may also use indirect strategies to give instructions, particularly when they intend to reprimand while simultaneously commanding students in a subtle yet authoritative manner.

The use of an indirect directive strategy in the utterance shows that conservative teachers do not always rely on explicit imperative forms to convey commands; they may also utilize rhetorical expressions to reprimand and direct student action. The question "*Why is the classroom dirty?*" serves as an expression of dissatisfaction that implicitly demands action, while the statement "*Don't wait for the janitor to come*" reinforces that maintaining classroom cleanliness is the responsibility of students, not the janitor. This strategy exerts social and moral pressure on students to act immediately

without requiring a direct command such as *"Clean the classroom now."* The indirect strategy used still reflects hierarchical cultural values and the teacher's conservative orientation, yet it is conveyed through a polite reprimand that maintains the teacher's authority and classroom control while fostering students' awareness of their responsibility in maintaining a clean learning environment (O'neil, 2007).

Directive Prohibition Speech of Conservative Indonesian Language Teachers

This section highlights directive prohibition speech employed by conservative Indonesian language teachers in classroom interactions. Based on the data analysis, the following are the directive prohibition speech used by conservative Indonesian language teachers.

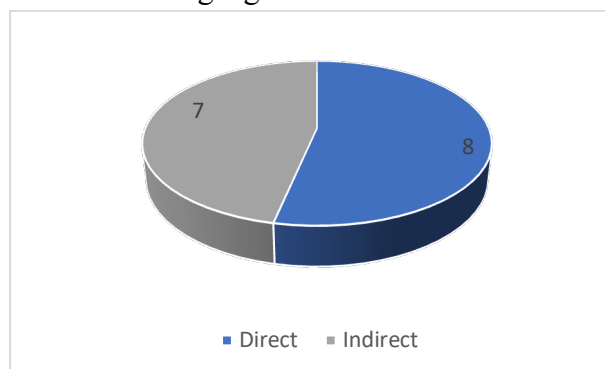


Diagram 4 Conservative Directives Prohibition Speech

The data above show that conservative-oriented Indonesian language teachers use direct and indirect prohibition strategies in nearly equal proportions, with 8 direct prohibition speech acts and 7 indirect ones. Although direct prohibitions are slightly more dominant, this balance indicates that conservative teachers do not always rely on firm and explicit forms of

prohibition but also employ indirect strategies when the situation requires a more subtle or diplomatic mode of delivery. Direct prohibitions are generally used to stop student behavior that is perceived as immediately disruptive to classroom order, while indirect prohibitions function as implicit reprimands that allow the teacher to maintain authority without creating excessive tension. Overall, this pattern demonstrates that conservative ideology still influences a preference for assertiveness, yet teachers remain adaptive and considerate of social dynamics and interactional context in determining the most effective linguistic strategy for controlling student behavior (O'neil, 2007).

An example of a direct strategy used by a conservative Indonesian language teacher with a prohibitive function can be seen in the following data.

Data 7

Tolong jangan ramai dulu!
Please don't be noisy for now!
(G3/T4/GK/7)

The utterance above appears in a learning situation in which the teacher asks students to prepare their textbooks and workbooks as well as erase the blackboard, which is still dirty. However, at the moment the instruction is given, some students remain noisy, disrupting the classroom atmosphere. In the linguistic context, this utterance reflects the condition of a noisy class during the learning process. Meanwhile, the context of language use is a prohibition directly addressed to the noisy students. This utterance is used to stop the commotion so that the learning activity can proceed in an orderly manner. The conservative Indonesian language teacher

delivers this prohibition using a direct directive strategy that is firm and explicit. These findings indicate that the conservative teacher maintains classroom control and order through clear prohibitions to ensure that students' attention returns to the learning activity.

The use of a direct prohibitive utterance in this example reflects the communication characteristics of a conservative teacher who emphasizes discipline, orderliness, and student compliance with instructions (O'neil, 2007; Wayne Journell, 2017). This direct directive strategy is chosen to avoid ambiguity and to ensure that the prohibition can be immediately followed by students who are not fully focused. Additionally, the use of the word "*please*" serves to soften the prohibition without diminishing its firmness, thereby maintaining a hierarchical relationship while still conveying politeness. This utterance not only functions to stop the noise but also illustrates how a conservative teacher employs linguistic strategies to maintain effectiveness, control, and a conducive interactional dynamic during the learning process.

An example of an indirect conservative directive strategy with a prohibitive function can be seen in the following data:

Data (8)

Untuk yang lain minta perhatiannya dulu.

For the others, I need your attention first.

(G3/T4/GK/8)

This utterance appears when one of the groups is preparing a video for their

presentation, while other students in the class are noisy and not paying attention. In the linguistic context, the utterance reflects a classroom situation that is not conducive due to the noise occurring during the preparation process. The context of language use indicates that the teacher is attempting to prohibit students from being noisy through an utterance that does not explicitly state a prohibition. The conservative Indonesian language teacher uses an indirect directive strategy to convey the prohibition, namely by requesting attention instead of using a direct prohibitive expression such as "*Don't be noisy!*" This finding shows that although conservative, the teacher may choose an indirect strategy when aiming to maintain classroom order without creating unnecessary tension.

The use of an indirect directive strategy in this utterance demonstrates the flexibility of a conservative teacher in adjusting the form of prohibition to remain effective while being delivered politely. The expression "*I need your attention first*" functions as an implicit prohibition by shifting students' focus away from the noise toward the activity taking place. In this way, the teacher maintains authority through a more polite and non-confrontational form of speech. This strategy enables the teacher to control the class efficiently while preserving a positive and cooperative atmosphere, ensuring that the learning process can continue without disruption (O'neil, 2007). Culture influences the types of speech used by teachers in the classroom. The ways teachers deliver commands and prohibitions, whether directly or indirectly, are shaped by their ideological orientations.

Teachers with liberal orientations tend to employ dialogic, persuasive, and student-comfort-oriented communication strategies, whereas conservative teachers favor speech that is more firm, hierarchical, and control-oriented.

Conclusion

This study shows that the ideological orientations of Indonesian language teachers influence their use of directive speech in classroom interactions, particularly in the functions of commands and prohibitions. Liberal-oriented teachers tend to use indirect directive strategies that emphasize gentleness, dialogue, and student autonomy. This communication style supports the creation of a more egalitarian and participatory learning environment, providing greater emotional comfort for students and encouraging active engagement. In contrast, conservative-oriented teachers predominantly use direct and explicit directive strategies, especially in situations that require discipline, clarity, and immediate compliance. The linguistic choices they make reflect a communication style that upholds authority, order, and hierarchical norms within classroom interaction. Nevertheless, both groups of teachers demonstrate flexibility by adjusting their directive strategies according to situational demands, indicating that the use of commands and prohibitions is dynamic and context-dependent.

From an ethnopragmatic perspective, the findings indicate that teacher speech functions not merely as a medium for conveying instructions but also as a reflection of cultural values, ideological

beliefs, and pedagogical orientations embedded in Indonesian educational practice, with direct implications for students' motivation, comfort, and participation in the classroom. Developing communicative adaptability enables teachers to create classroom environments that are both effective and humanistic, aligned with students' social and emotional needs. Moreover, these findings open opportunities for future research exploring the relationships among ideology, culture, and teacher communication, thereby contributing to the development of Indonesian language teaching practices that are more responsive to cultural contexts and diverse learner characteristics.

References

- Abel, R. L. (2017). Conservative Conflict and the Reproduction of Capitalism: The Role of Informal Justice*. *Restorative Justice*, 407–429. <https://doi.org/10.4324/9781351150125-17>
- Agyekum, K. (2019). The Ethnopragsmatics of Akan Advice. *Pragmatics*, 29(3), 309–331. <https://doi.org/10.1075/PRAG.17002.AGY/CITE/REFWORKS>
- Ahsan, M. J. (2025). Cultivating a Culture of Learning: the Role of Leadership in fostering lifelong development. *Learning Organization*, 32(2), 282–306. <https://doi.org/10.1108/TLO-03-2024-0099>
- Andriana, W. D., & Cahyo, A. A. R. (2025). Representasi Kearifan Lokal dalam Novel Tirai Menurun dan Relevansinya bagi Pelestarian Budaya. *Disastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(2), 262

308–329.

<https://doi.org/10.29300/DISASTRA.V7I2.6782>

Arciniegas-Romero, G., Narváez-Pinango, M., Pozo-Revelo, D., & Álvarez-Tinajero, N. (2025). Socio-emotional competencies of mathematics teachers in the learning environment of high school students: a systematic review. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2505267>

Astutik, D. D., Sa'diyah, L., Hadi, S., & Hermawan, A. (2025). Dinamika Tindak Tutur Direktif: Menggali Peran Pendidik dalam Kegiatan Belajar Mengajar Mata Pelajaran Bahasa Indonesia Kelas XI. *Jurnal Pendidikan: Riset Dan Konseptual*, 9(4), 937–950. https://doi.org/10.28926/RISET_KONSEPTUAL.V9I4.1263

Beaudry, M.-C., Crête-Reizes, M., Carignan, I., & Lemonschois, M. (2024). Results of an Action Research Plan to Support the Cultural Competence of Teachers and Artists through Aesthetic Education. *Brock Education: A Journal of Educational Research and Practice*, 33(2), 55–70.

Bialostosky, D. H. (2020). Liberal Education, Writing, and the Dialogic Self. In *Landmark Essays* (pp. 187–196). Routledge. <https://doi.org/10.4324/9781003059233-14>

Chaderopa, C., & Ngocha-Chaderopa, N. E. (2024). Beyond Textbook Cases-- Exploring the Pedagogical Utility of Medical Analogy and Metaphor in Learning and Teaching Strategic Management. *Journal of Practical Studies in Education*, 5(4), 1–18.

<https://doi.org/10.46809/jpse.v5i4.86>

Copland, F., & Creese, A. (2015). *Linguistic Ethnography: Collecting, Analysing and Presenting Data*. SAGE Publications Ltd.

Dessari, W., Hendayanti, O., & Haristiani, N. (2021). Politeness in Japanese Prohibition Speech Act. *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)*, 595, 715–721.

<https://doi.org/10.2991/ASSEHR.K.211119.110>

Gervacio, J. L. M., & Xhomaqi, B. (2025). The Role of Nonformal and Informal Learning in Strengthening a Culture of Lifelong Learning. *New Directions for Adult and Continuing Education*, 2025(185), 54–58. <https://doi.org/10.1002/ACE.20557>

Getman, A., Boitcov, M., Adamovich, K., & Costley, J. (2025). The Role of Engagement Strategies and Path-Dependency in online learning. *Innovations in Education and Teaching International*, 62(4), 1305–1319. <https://doi.org/10.1080/14703297.2024.2413440>

Herro, D., Adisa, I. O., & Abimbade, O. (2025). Teachers Co-Designing and Enacting Elementary Data Science Curriculum through Connected Learning. *Journal of Statistics and Data Science Education*. <https://doi.org/10.1080/26939169.2025.2459217>

John, P., Brooks, B., & Schriever, U. (2019). Speech Acts in Professional Maritime Discourse: A Pragmatic Risk Analysis of Bridge Team Communication Directives and

263

- Commissives in Full-Mission Simulation. *Journal of Pragmatics*, 140, 12–21. <https://doi.org/10.1016/J.PRAGMA.2018.11.013>
- Kadar, D. (2017). The Role of Ideology in Evaluations of (In)appropriate Behavior in Student-Teacher Relationships in China. *Pragmatics*, 27(1), 35–56. <https://doi.org/10.1075/PRAG.27.1.02KAD/CITE/REFWORKS>
- Lin, S., & Wu, J. (2022). Transforming Identities and Ideologies: Creating Translanguaging Space with Overseas Chinese Students in Taiwan. *Taiwan Journal of TESOL*, 19(1), 87–120. [https://doi.org/10.30397/TJTESOL.202204_19\(1\).0004](https://doi.org/10.30397/TJTESOL.202204_19(1).0004)
- Mailizar, M., Fariha, M., Johar, R., & Oktavia, R. (2025). The Role of Beliefs about Teaching and Assessment as Mediating Variables between Beliefs about the Nature of Mathematics and Characteristics Related to the Teaching Profession. *Journal of Pedagogical Research*, 9(1), 377–389. <https://doi.org/10.33902/JPR.202531455>
- Malik, R., & Nurhadi, J. (2024). Strategi Pembelajaran Keterampilan Berbahasa Anak Menggunakan Algoritma Aplikasi Tiktok, Instagram Reels, dan Youtube Shorts. *Disastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 5(1), 119–132. <https://doi.org/10.29300/DISASTRA.V5I1.3224>
- Manning, D. (1997). The Philosophical Foundations of Liberal Ideology. *Journal of Political Ideologies*, 2(2), 137–158.
- <https://doi.org/10.1080/13569319708420755>
- Mensah, E. O. (2015). Frog, Where are You?: the Ethnopragmatics of Ibibio Death Prevention Names. *Journal of African Cultural Studies*, 27(2), 115–132. <https://doi.org/10.1080/13696815.2014.976545>
- Miles, M. B., & Huberman, A. M. (2018). *Analisis Data Kualitatif*. Universitas Indonesia.
- Mor, N. B. (2018). Teacher Education in a Post-Modern Liberal Democratic society. *Research in Education*, 100(1), 10–31. <https://doi.org/10.1177/0034523718762174>
- Muryati, S., & Sudiatmi, T. (2021). Tuturan Direktif Guru dalam Pembelajaran sebagai Sarana Pendidikan Karakter. *Jurnal Pendidikan Karakter*, 1, 101–116. <https://doi.org/10.21831/JPk.V0I1.34404>
- Nix, J. V., Song, L. M., & Zhang, M. (2022). Co-Regulated Online Learning: Formative Assessment as Learning. *Intersection: A Journal at the Intersection of Assessment and Learning*, 3(2), 1–38.
- Nurpadillah, V. (2019). Tindak Tutur Direktif Mahasiswa Milenial dan Dosen dalam Grup Whatsapp. *Disastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 157–163. <https://doi.org/10.29300/DISASTRA.V1I2.1899>
- O'neil, W. F. (2007). *Ideologi-Ideologi Pendidikan*. Pustaka Pelajar.
- Odame-Amoabeng, S., Akalin, A.,

- D'haenens, F., Tricas-Sauras, S., & Chang, Y. S. (2025). Immersive Insights: A Qualitative Systematic Review and Thematic Synthesis of Views, Experiences, Health and Wellbeing of Students and Educators Using Virtual Reality in Nursing and Midwifery Education. *Nurse Education Today*, 150(1), 1–28. <https://doi.org/10.1016/J.NEDT.2025.106679>
- Pujiyanti, N. P. A., Beratha, N. L. S., Rajeg, I. M., & Sukarini, N. W. (2024). Semantic Components of English Directive Speech Act Verbs (Order, Command, Instruct). *International Journal of Current Science Research and Review*, 7(9), 7250–7260. <https://doi.org/10.47191/ijcsrr/V7-i9-42>
- Serki, N., & Bolkan, S. (2024). The effect of clarity on learning: impacting motivation through cognitive load. *Communication Education*, 73(1), 29–45. <https://doi.org/doi.org/10.1080/03634523.2023.2250883>
- Swigart, K. L., Anantharaman, A., Williamson, J. A., & Grandey, A. A. (2020). Working While Liberal/Conservative: A Review of Political Ideology in Organizations. *Journal of Management*, 46(6), 1063–1091. <https://doi.org/10.1177/0149206320909419>
- Syahrul, R. (2015). Representasi Kesantunan Tindak Tutur Berbahasa Indonesia dalam Pembelajaran di Kelas (Kajian Etnografi Komunikasi). *Jurnal Diksi*, 15(2), 120–136.
- Toft, J., & Calhoun, M. (2021). The Unexamined Identity: Students' Conservative Ideology, Perspectives of Poverty, and Implications for Practice. *Journal of Social Work Education*, 57(4), 649–665. <https://doi.org/10.1080/10437797.2020.1713945>
- Wayne Journell. (2017). Politically Conservative Preservice Teachers and the Spiral of Silence: Implications for Teacher Education. *Journal Teacher Education Quarterly*, 44(2), 105–129.
- Yanelli, S. (2024). *Rhetoric, Power, and Ideology: A Multifaceted Deconstruction of Online Conservative Discourse*. The University of Texas.
- Zengilowski, A., & Brown, K. E. (2025). How Instructors Can Respond to Undergraduates' Confusion: Examining Students' Experiences Prior to and After the Onset of the COVID-19 pandemic. *Learning in Context*, 2(1–2), 1–15. <https://doi.org/10.1016/J.LECON.2025.100014>