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# An Ethnopragmatic Study in Classroom Learning: How Do Liberal and Conservative Teachers Use Directive Speech Strategies?

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## Abstract

**Keywords:**

Ethnopragmatics;  
Directive speech;  
Liberal Indonesian  
language teacher;  
Conservative  
Indonesian  
language teacher.

This study aims to analyze the directive speech strategies used by Indonesian language teachers with liberal and conservative ideological orientations in classroom teaching. The ethnopragmatic approach is employed to explore how ideological differences affect the way teachers give commands, instructions, and prohibitions to students. The research data were collected through observation, documentation, and interviews with Indonesian language teachers from several schools. The findings show that teachers with a liberal orientation tend to use more relaxed and participatory direct strategies, while those with a conservative orientation use more firm and instructional direct strategies. On the other hand, in indirect strategies, liberal teachers more often encourage students to interact in a gentler and deeper manner, while conservative teachers tend to give warnings or prohibitions in a more explicit and structured way. Overall, the findings provide insight into the influence of educational ideology on the way teachers communicate and direct students, as well as how cultural context influences these interactions.

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## INTRODUCTION

Teachers play a central role in guiding and facilitating the learning process for students, particularly in the teaching of the Indonesian language, which encompasses both linguistic and cultural aspects. As facilitators, teachers not only serve as conveyors of material but also as mediators in classroom interactions, enabling students to develop language skills through direct practice (Bait & Kasih, 2024; Lumuan et al., 2023). Active teacher involvement can help students master learning materials effectively and appropriately, while also instilling the ability to understand linguistic contexts according to various communication situations. The presence of teachers as

guides is essential to assist students in becoming more skilled in language use and capable of communicating effectively (Ayon et al., 2024; Primavera, 2021).

In a broader context, Indonesian language teachers also bear the responsibility of shaping students' character, culture, and values through instruction. Language education not only focuses on cognitive aspects but also addresses affective dimensions, involving social and cultural values (Mawardi, 2021; Wu, 2022). Teachers play a role in instilling positive attitudes, such as appreciating cultural diversity, fostering mutual respect in communication, and developing cultural sensitivity in social interactions (Sipahutar et al., 2023; Yoviyani & Sunarya, 2023). By orienting teaching toward these values, teachers can help students not only become competent language users but also individuals who understand and value their linguistic culture, thus growing into more character-driven individuals.

Verbal communication is also a critical aspect of the classroom learning process, particularly in Indonesian language education. One common form of communication employed by teachers is directive speech acts, which aim to influence or direct students' actions, such as giving instructions, requests, or prohibitions (Carstens & Rambiritch, 2021; Delute, 2019). The strategies teachers use for directive speech acts play a role in creating a conducive learning environment and encouraging active student engagement. In a learning context, the success of teachers in delivering directive speech acts depends not only on the content of the message but also on how it is conveyed, tailored to the students' characteristics and classroom situations. Understanding teachers' directive speech strategies is essential to improving learning effectiveness (Carstens & Rambiritch, 2021; Jarudecharat & Worathumrong, 2023).

On the other hand, teachers' teaching styles can be influenced by their adherence to either liberal or conservative approaches. Liberal-oriented teachers tend to provide students with the freedom to express themselves, while conservative teachers emphasize discipline and classroom control. These differing approaches can influence the forms and functions of directive speech strategies used.

An ethnopragmatic approach is crucial in analyzing classroom communication as it enables researchers to understand how cultural values influence the communication strategies employed (Andriyani et al., 2022; Dendenne, 2022). In a learning context, ethnopragmatics highlights the relationship between language and culture, which not only reflects teachers' ways of thinking but also the social values they aim to transmit to students. This is particularly relevant in classrooms where communication between

teachers and students involves various forms of speech acts, such as assertives, directives, commissives, expressives, and declaratives (Mukhroji et al., 2019; Sari, 2024). Through ethnopragmatics, it is possible to identify differences in how teachers convey messages and understand how each approach contributes to creating an effective and culturally-rich learning environment (Pranowo & Firdaus, 2020).

Ethnopragsmatics helps identify communication strategies aligned with teachers' cultural values, whether conservative or liberal. Teachers with conservative values tend to convey messages using more formal and authoritative approaches, while liberal teachers may adopt dialogic strategies that allow for open interaction (Zhang & Ai, 2024). By understanding ethnopragmatic approaches, researchers can explore the impact of these communication strategies on classroom interaction and student participation (Farese, 2022; Mamvura, 2021). This study not only provides insights into the dynamics of communication in learning environments but also enriches the understanding of the role of culture in language education, especially in Indonesian language learning.

Differences in speech strategies between teachers with liberal and conservative orientations can be observed in their approaches when interacting with students. Teachers with a liberal ideological orientation tend to teach with an open and flexible approach, encouraging students to think critically, express opinions, and appreciate diverse perspectives (O'neil, 2019). They support the use of innovation and technology in learning, making the classroom more dynamic and democratic (Lo et al., 2015; Ragan, 2024). This liberal approach allows students to feel freer to express opinions, ask questions, and engage with both the material and the teacher. The freedom provided by liberal teachers aims to foster critical thinking and student independence, making the learning process more interactive and aligned with participatory learning principles.

Conversely, conservative-oriented teachers uphold formal and structured teaching methods, emphasizing traditional values, discipline, and respect for authority (Mardizal, 2024; O'neil, 2019). They tend to use teacher-centered approaches, maintaining classroom order and creating a learning atmosphere that is more structured but offers less space for free discussion among students (Journell, 2017). While this approach provides clarity and order in learning, it may limit dialogue and self-expression opportunities for students. Although both approaches have their respective advantages, variations in speech strategies can affect classroom dynamics. Ultimately, the strategies

employed, whether more liberal or conservative, play a significant role in determining students' reception of the material and can create distinct learning environments that support student engagement and understanding.

The speech strategies used by teachers in learning can influence students' engagement and motivation (Relisa & Alwi, 2024; Vanessa & Emidar, 2024). The use of communicative speech acts that align with students' cultural contexts can encourage active participation in the learning process. Teachers who effectively choose appropriate speech strategies tend to create an inclusive and interactive classroom atmosphere, where students feel comfortable participating in discussions, asking questions, or expressing opinions. This is particularly important in Indonesian language learning, which requires active speaking and listening skills. Strategies that promote openness and collaboration can encourage students to voice their opinions and engage more deeply in the learning process.

Additionally, teacher speech tailored to students' needs and cultural backgrounds also impacts material comprehension. When teachers use culturally relevant strategies, students find it easier to understand instructions and materials because the delivery aligns with their thought patterns and experiences (DuBose-Stone, 2023; Phothong et al., 2023; Thomas et al., 2024). This not only enhances understanding of the lesson but also fosters students' interest and confidence in learning. In other words, appropriate teacher speech strategies can bridge students with the learning material and encourage them to be more active and enthusiastic, particularly in language learning, which requires strong communication skills (Aulia & Abdurahman, 2024; Hikmah, 2021).

Ethnopragmatic studies in the context of Indonesian education remain limited, particularly in exploring speech strategies employed by liberal and conservative-oriented teachers. Yet, an ethnopragmatic approach can provide deeper insights into the cultural influence on communication strategies applied in classrooms. The cultural values upheld by teachers can influence their interactions with students, whether in delivering material, giving instructions, or responding to students' questions and participation. Thus, research focusing on ethnopragmatics in the speech strategies of liberal and conservative Indonesian language teachers is essential.

## **METHOD**

The research method employed in this study is qualitative research using an ethnographic approach. The ethnographic approach is a research method focused on

in-depth observation and understanding of the culture, behavior, and interactions of a group within its natural context (Andreassen et al., 2020; Oswald & Dainty, 2020; Susanto et al., 2024). This study aims to describe the speech strategies of Indonesian language teachers with liberal and conservative ideological orientations in classroom teaching contexts. To achieve this goal, the primary data sources are Indonesian language teachers from various educational institutions in Malang, namely SMPN 3 Malang, MAN 1 Malang, SMK Kartika Malang, and SMKN 6 Malang. The selection of teachers from different schools is intended to capture a rich variety of perspectives and speech strategies based on diverse institutional backgrounds.

Data collection is conducted through observation, interviews, and documentation. Observations are used to directly observe interactions between teachers and students in the classroom, particularly the speech strategies employed by teachers during the learning process. In-depth interviews are conducted to explore the ideological views and values underlying the communication strategies of each teacher, whether liberal or conservative. Documentation is also carried out to complement and validate data obtained from observations and interviews.

The data analysis technique involves grouping teachers' ideologies based on in-depth interviews, sorting data from observations and documentation, as well as analyzing and interpreting the data according to the research objectives. The results of this analysis are expected to provide a comprehensive understanding of the relationship between teachers' ideologies and the speech strategies they implement in classroom teaching.

## RESULTS AND DISCUSSION

### Direct Strategies

Direct strategies in directive speech acts refer to the use of explicit forms of utterances to clearly convey the speaker's intent or goal to the listener (Putri, 2021). In the context of Indonesian language teachers, this strategy is used to provide instructions, commands, or requests assertively, without ambiguity, ensuring the meaning of the utterance is immediately understood by students. Teachers with either liberal or conservative teaching styles can use this strategy according to their approach to the learning process. Below is an example of direct directive speech data by a liberal Indonesian language teacher with a commanding function:

*"Saya minta kelompok enam, untuk menyampaikan jawaban yang kedua" (G1/LS/GL/20)*

**Context:** The teacher assigns Group 6 to present the second answer.

The data above illustrates the direct strategy in commanding students to present. This utterance, delivered by an Indonesian language teacher with a liberal ideological orientation, explicitly reinforces the instruction. The phrase "*Saya minta*" conveys a sense of request but still emphasizes the teacher's authority. This reflects a clear and direct communication pattern, ensuring students understand the task without ambiguity (Anggraini & Mustaqim, 2020).

The liberal teaching style is evident in the choice of words that remain polite and non-coercive, even while delivering an assertive instruction. The phrase "*untuk menyampaikan jawaban yang kedua*" provides clarity regarding what is expected from the students, leaving no doubts about the task to be carried out. This approach demonstrates a balance between authority and a desire to create an inclusive classroom atmosphere, where students feel encouraged to participate without feeling intimidated (O'Neil, 2019). This strategy also supports effective communication while maintaining a positive relationship between the teacher and students.

#### Another Example of Direct Directive Speech by Liberal Teachers in Prohibiting Function

"*Dengarkan halooo.. dengarkan!*" (G1/LS/GL/11)

**Context:** Some students remain noisy during the lesson, and the teacher prohibits the disruption.

The data above shows a direct strategy used by an Indonesian language teacher with a liberal ideological orientation to prohibit students from creating noise in the classroom. The repetition of the word "*dengarkan*" explicitly conveys the prohibition, urging students to stop talking and refocus on the lesson. The interjection "*halooo*" strengthens students' attention, creating a light tone while still asserting authority. This strategy allows the teacher to immediately control the classroom situation without issuing instructions that seem harsh or confrontational (Sumarsih, 2018).

The liberal teacher's approach is evident in the use of language that remains respectful even while being direct (Aini, 2017). The utterance emphasizes clarity of the message with a non-intimidating tone, allowing students to understand the teacher's intent without feeling pressured (O'Neil, 2019). This phrase not only functions as a prohibition but also as a reminder that students' attention is essential for the continuity of the lesson. This direct strategy reflects the teacher's effort to maintain a dynamic classroom atmosphere while showing flexibility in managing students' behavior respectfully and positively.

#### Example of Direct Directive Speech by Conservative Teachers in Commanding Function

*"Selesaikan tugas yang saya berikan, dan saya ada keperluan di kantor!" (G2/LS/GK/1)*

**Context:** Some students have not completed the previously assigned task, so the teacher instructs them to finish the task first.

The data *"Selesaikan tugas yang saya berikan, dan saya ada keperluan di kantor!"* shows the use of direct strategy in commanding by a conservative Indonesian language teacher. This utterance is delivered in a situation where some students have not completed the previously assigned task, prompting the teacher to direct them to complete the task immediately. With a firm and direct sentence, the teacher emphasizes the importance of completing the task before moving on to other learning activities. The phrase *"Selesaikan tugas"* becomes a clear command, leaving no room for alternative interpretations and ensuring that students understand their obligations directly.

Additionally, the phrase *"dan saya ada keperluan di kantor!"* serves as an added reason or context reinforcing the urgency of the command. The teacher conveys that their time is limited, and students are expected to work independently. This conservative approach reflects a more authoritarian and direct teaching style, where commands and instructions are delivered without much delay or open dialogue (Febriana, 2021). This focuses on classroom control and ensures that learning objectives are achieved efficiently while demonstrating the teacher's authority in managing the learning process (O'Neil, 2019).

#### Example of Direct Directive Speech by Conservative Teachers in Prohibiting Function

*"Ayo tolong diberikan jawaban yang sesuai tidak ngawur!" (G3/LS/GK/10)*

**Context:** A student responds during a group presentation, but their answer is irrelevant. The teacher prohibits careless responses.

The data above reflects a direct strategy used by a conservative Indonesian language teacher to prohibit students from providing irrelevant or incorrect answers. In this context, a student presenting gives an answer considered inappropriate, prompting the teacher to issue a clear instruction to correct the behavior. This utterance serves as a firm warning to students to provide answers that are accurate and relevant to the discussed topic. The use of *"tolong"* introduces an element of politeness, even in a direct command, reflecting the teacher's authority in guiding students to behave according to expectations (O'Neil, 2019).

Moreover, the word *"ngawur"* in this context describes answers deemed irrelevant or inappropriate, highlighting the teacher's expectation for students to provide answers aligned with the taught material. In this case, the conservative teacher employs a more authoritarian and direct approach without allowing room for prolonged interpretation or

discussion (O'Neil, 2019). The goal is to control the classroom and ensure that interactions in the classroom align with high academic expectations while maintaining the effectiveness of the learning process.

### **Indirect Strategy**

Indirect strategies in directive speech refer to the use of speech forms that convey the speaker's intentions or goals implicitly, so the message is not explicitly stated but can still be understood by the listener through context (Cummings, 2007). In the context of Indonesian language teachers, this strategy is used to give instructions, commands, or prohibitions in a more subtle manner, often considering the social relationship or the classroom atmosphere. Both liberal and conservative-oriented teachers can apply this strategy to maintain class dynamics, either by emphasizing harmonious relationships or by preserving authority indirectly. This strategy reflects flexibility in communication, tailored to the situation, culture, and learning objectives. Below is an example of indirect directive speech from a liberal Indonesian language teacher with the function of prohibition.

"Haloo....." (G1/TLS/GL/6)

**Context:** The teacher and students are discussing the results of a group task, but some students are being noisy.

The phrase "Haloo....." spoken by an Indonesian language teacher with a liberal ideological orientation shows the use of a direct communication strategy aimed at getting students' attention without being authoritarian. This utterance is delivered with an interruptive tone in a situation where some students are causing noise during the group discussion. Pragmatically, this utterance functions as an indirect prohibition, implying that the teacher expects the students to stop being noisy without using explicit words like "Be quiet!" or "Stop making noise!" This choice of utterance reflects a more relaxed communication strategy that is still effective in controlling the class, aligning with the liberal approach that tends to avoid overly explicit or authoritative tones (O'Neil, 2019).

This approach also reflects the teacher's desire to maintain a positive relationship with students, create a friendly learning environment, and encourage inclusive interaction. Teachers also need to maintain students' psychology to keep them motivated in learning (Ahmadi, 2019, 2023). By delivering the prohibition through simple words and a relaxed tone, the teacher shows sensitivity to students' psychology, so they feel valued without feeling pressured. This strategy reflects the pragmatic principle that social context and communication style can influence the effectiveness of the message

(Gallai, 2017; Helfenstein, 2012). In this case, the liberal style provides space for more humane classroom management while maintaining harmony among students and ensuring learning objectives are achieved (O'neil, 2019).

Indirect strategies in directive speech from a liberal Indonesian language teacher with the function of commanding also appear in the following data.

"Hello, good Indonesian citizens should respect the song Indonesia Raya" (G1/TLS/GL/3)

**Context:** Some students are not in the proper position when the national anthem is about to be sung.

The utterance above, spoken by an Indonesian language teacher with a liberal ideological orientation, shows an indirect strategy of giving a command to students. This utterance appears when students fail to show proper posture before singing the national anthem, Indonesia Raya. Rather than giving an explicit order like "Stand with proper posture!", the teacher uses a persuasive approach, incorporating moral and national values. The phrase "good Indonesian citizens" serves as an implicit reminder to the students about the importance of respectful posture and appropriate behavior while singing the national anthem. This strategy reflects a communicative approach that is relaxed yet still goal-oriented, creating awareness without direct confrontation (O'neil, 2019).

This approach shows a communication style that prioritizes positive relationships with students, keeps the class atmosphere conducive, and instills national values in a flexible manner (Putikadyanto & Sefrianah, 2016). In pragmatic terms, this utterance employs implicature, where students are expected to understand the intent behind the message without needing explicit instructions. This aligns with the liberal ideology, which avoids authoritative communication styles and prefers a dialogic approach to foster students' awareness and responsibility independently (O'neil, 2019). With this indirect strategy, the teacher not only achieves the goal of improving students' behavior but also instills comprehensive character values.

Indirect strategies are also used by Indonesian language teachers with a conservative ideological orientation, as shown in the following quote:

"Ada di.....?" (G2/TLS/GL/8) (hitting a student with a broom)

**Context:** Asking students to answer a question, but the student is unable to respond, so they are hit with a broom.

The utterance "Ada di.....?" spoken by an Indonesian language teacher with a conservative ideological orientation shows an indirect strategy of asking students to answer a question. This utterance arises in a learning context where students are asked to respond to a question but are unable to provide the expected answer. To encourage

students to answer, the teacher uses a non-verbal gesture by hitting the student with a broom. This action indicates that the utterance is not standing alone, but rather reinforced with a physical element as a form of implicit pressure to emphasize the command. This strategy reflects an authoritative approach, where classroom control is prioritized, and student responses are seen as a form of compliance with the teacher's commands (O'neil, 2019).

The teacher's conservative approach in this situation highlights authority as the center of learning, with the use of indirect strategies (O'neil, 2019; Shardaghly, 2024). In pragmatic terms, the utterance utilizes the performative aspect, where the teacher's actions become a means of communication aimed at a specific goal: ensuring that students answer the question. Meanwhile, this strategy also reflects traditional communication patterns that emphasize discipline and respect for hierarchy in the classroom. However, this approach may provoke criticism in modern educational contexts, where interaction between teachers and students is expected to be more participatory and based on respect for students as individuals who have the right to learn in a safe and comfortable environment.

Another example of indirect strategies used by a conservative-oriented Indonesian language teacher is seen in the following utterance:

"Untuk yang lain minta perhatiannya dulu." (G3/TLS/GK/8)

**Context:** The class is noisy, the teacher is prohibiting the students from making noise.

The utterance above was delivered by an Indonesian language teacher with a conservative ideological orientation, showing an indirect strategy to prohibit students from making noise in the classroom. This utterance was spoken in a situation where the class was noisy, and the teacher was trying to control the situation without giving an explicit prohibition like "Silence!" or "Stop making noise!" This choice of utterance reflects a communication pattern that maintains authority, but with a more subtle approach. The teacher uses a phrase that functions as a reminder or an invitation to focus on the learning process, which implicitly aims to stop the noise in the classroom.

This strategy reflects the conservative approach, which emphasizes controlling the classroom atmosphere while maintaining a hierarchical relationship between the teacher and students (Juuti et al., 2021). The teacher tries to guide student behavior through suggestive word choices, avoiding direct commands that could be seen as confrontational. In pragmatic terms, this utterance shows the directive function wrapped implicitly, so students are expected to understand the message without feeling harshly reprimanded. This approach demonstrates how conservative-oriented teachers maintain

classroom discipline while managing interactions in a way that still respects politeness norms.

## CONCLUSION

This study reveals that Indonesian language teachers with liberal and conservative ideological orientations use various direct and indirect strategies in classroom interactions. Direct strategies, such as explicit commands or instructions, are used to provide clear direction and ensure discipline, while indirect strategies focus on conveying messages more subtly without threatening students' authority. Liberal-oriented teachers more frequently use indirect strategies (36 utterances) compared to direct strategies (18 utterances). In contrast, conservative-oriented teachers use direct strategies more often (47 utterances) than indirect strategies (34 utterances). These differences illustrate the influence of ideology on the choice of communication style in the classroom, with liberal teachers tending to provide more flexible guidance, while conservative teachers focus more on control and explicit compliance. Both approaches show how teachers utilize communication styles that align with their ideological approach in maintaining classroom control while fostering more constructive relationships with students.

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