Utterance (5) is commanding by which the teacher commands all of the learners in the class to give applause at that very moment for Bu Suri who is able to guess the word correctly. Giving applause is a way to give appreciation or praise. Utterance (6) *You can sit down* (B Suri moved back to her seat), on the other hand, is an order given to Bu Suri to get back to her seat, so that another learner would be invited to sit in the front chair to be the guesser of the game. In that utterance, the teacher uses affirmative form instead of imperative.

Ordering

Like commanding, ordering is an act by which S tells H to do something. However, the level of imposition is less. The linguistic forms used to perform it are imperative + please, statement, try to …. An example of ordering is as follows: (7) *Yes, return the table.* (Ss put the tables back to their place in the corner of the room). This utterance is ordering by which the teacher tells the learners to get back to their previous position. Although it is stated in imperative form, it is an order rather than command because it is preceded by "*Yes*" which implies less forceful.

At that time, learners have just finished doing a matching task with table-tops around them. In order to do the following task, reading a text, learners are supposed to do it individually; thus, they do not need table-tops. Therefore, the teacher commands them to take the table away. Otherwise, the table might disturb the proceeding of the lesson. At this point, commanding is needed because taking the table away is obligatory. Due to its emphasized importance, commanding is given twice. Taking the table away should be done immediately.

On the other hand, the teacher only orders the learners to return to their previous positions meaning that they should not have sat surrounding a table-top, but rather they should sit at their previous seats, making a U-shaped whole-classroom seating arrangement. If only do they not return to their previous positions, the teacher will not have any objection as far as they sit in the original arrangement, U-shaped position. It implies that obligation or imposition of ordering is weaker than that of commanding.

Requesting

Requesting is an act of S's asking the H to do something. This is characterized by the S's lower position, having less power than the H. In this context, request is conveyed by the learners

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towards teacher, and not the other way around. The linguistic form of request might be similar to that of order, i.e. please + imperative. The difference, however, lies on the position of S against H. In giving command and order, the S has greater power than the H, whereas in requesting, the position of the S is lower than that of the H. The normal linguistic form of requesting is the insertion of "Please," followed by imperative. The example is that, when the students want to get the copy of material, they request the teacher to copy it. In response to the request, the teacher promises to do so. This complies with the requirement of a request, i.e. the S gets the H to do something but the S has lower position than the H.

Stimulating

This act is the S says something to encourage the H to produce utterances. In the context of language teaching and learning, it is important that the learners be courageous to be active in using the target language in the form of producing utterances, and not only receiving input. The example of stimulating is (8) *Yes, speak up* (facing to class, hand gestures). This represents a part of a guessing game done by learners. Learners describe a picture in order to be guessed by a learner. After description is given by another learner, some others are silent. Therefore, to activate the involvement of as many learners as possible, the teacher stimulates them by saying "*Yes, speak up."* This stimulation seems effective evidenced by the involvement of other learners in giving description.

Offering

Offering is an act performed by S to give a chance to H to do something, to answer a question, or to produce an utterance. In this case, the teacher as the speaker gives freedom to the learners as the hearers to take or not to take the chance. So, every learner in the classroom has equal opportunity to take the responsibility. This is good to make everyone engaged in thinking process, and to give the one who is most prepared to take the chance to do something or to answer a question. The example of offering is (9) *Who wants to answer number five?* This consists of utterances when learners are involved in doing a gap-filling task. After Learner 3 answers question number four, the teacher gives feedback telling that the answer is correct and praised. As his teaching style, the teacher often repeats the learners' answer. Utterance (9),

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furthermore, is an example of offering by which the teacher gives all learners a chance to answer the following question, number five.

In that way, all learners feel that they have equal responsibility to give an answer, thus engaged in the thinking process. Offered similar chance, learners feel the teacher is fair and does not endorse one over others. That is good to preserve the conduciveness of learning condition because everyone feels to have equal chance to take an active part in the lesson activities. Given offer, learners may also feel to be given freedom to make initiative of whether or not to participate in the lesson.

Asking Questions

Asking is defined as an act by which the S asks for information from the H because the S honestly does not know it. This is distinguished from other forms of questions by which the S or the teacher asks questions to which s/he has already known the answer, such as eliciting, prompting, guiding questions, etc. So, this is a real communicative behavior whereby there is a filling of information gap. For example, (10) *What is bald?* This utterance is an act of asking a question performed by a learner because he really does not know the meaning of the word "bald." He needs information about it. To satisfy this needs, the teacher answers him by using a body language, i.e. touching his head, which is fortunately bald. There are several other examples of asking questions addressed by learners, and almost all of them are about the meaning of words or phrases.

The asker, however, is not always the learners, sometimes it may also be the teacher. For example, (11) *Do you like Mr. Bean?* This utterance is an example of asking questions by the teacher. In (11), the teacher asks this question because he sincerely does not know whether learners like Mr. Bean. He asks this question to personalize the topic of discussion. That is to relate the topic of discussion with the personal experience of the learners. In that way, the teacher knows whether the topic is relevant with learners' life. It turns out that L5 seems not quite to have any idea about Mr. Bean as implied by his answer that his son, instead of he himself, likes him.

When the teacher asks (12) *Can you see it?* This utterance is also an example of a sincere question asked by the teacher because he really does not know if the learners could see the picture clearly. When asking this question, the teacher is showing a picture of Mr. Bean. Then,

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he is talking about him and saying that Mr. Bean is very, very funny. That funny appearance can be seen on the picture, therefore the teacher asks the learners if they see it. The teacher needs this information to make sure that the learners are really interested in the topic, as it is aided by visual media of a picture.

Asking for Confirmation

In the process on communication, it is quite possible that H is not quite sure of what the S says. In that case, the H might ask the S for confirmation on what s/he says. So, asking for confirmation is an act whereby the H says an utterance to confirm what the S says. This is usually performed when the H does not quite understand what the S says. In the context of language teaching and learning process, however, this can also be performed by the teacher to give a hint of unexpected or incorrect answer. By asking for confirmation, the teacher expects that the learner who gives the answer rethinks or reconsiders his/her answer.

This illustration represents a classroom procedure when the teacher and learners are discussing a picture of someone who is in the jail, counting days and looking forward to being released. This is a context to clarify the use of the phrase "look forward to." When the teacher, pointing to the picture, asks where the man in the picture is, L2 answers that he is at school. The teacher repeats the answer and follows it by asking a question to confirm, "*Are you sure?"* That indicates that the answer is incorrect and asks other learners to rethink of the answer. Then, L1 corrects it by saying that it is in the jail. That is correct and the teacher confirms it by giving a positive feedback and praise, followed by repeating the proper answer, "In the jail or in the prison." Then, he continues to lead learners to elicit the phrase "look forward to."

In sum, asking for confirmation is used not only to confirm understanding of what the S says but also to give a hint that the answer is not quite right and to expect the learners to rethink of it, and to come up with a better answer. This act is classified as directive because the H gets the S to do something, i.e. to confirm that the understanding is correct or to rethink of the answer and to provide a better one.

Asking for Repetition

Asking for repetition is an act performed by the H to ask the S to repeat what s/he has just said. It is produced because the H does not quite get what has just been said for non-

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comprehension or inaudibility. The example of asking for repetition is performed by the teacher so that the learner repeats his answer. Although apologizing lexical item is used, it is clear from the context that he asks the preceding speaker to repeat his utterance. As if he said, “Sorry I can’t hear what you said, can you repeat it?” That is obvious as indicated by the subsequent utterance, the same phrase that L1 has just said. When the teacher gets it clearly, since the answer is accurate, he, then, confirms it by echoing his statement.

This is classified as directive because in this act, the performer gets the other party to do something, i.e. repeating what s/he has just said.

Calling Attention

Calling attention is an act performed by S to ask H for attention. This is especially important when the teacher wants the learners to pay attention to her/him or to a particular point in the lesson. When the teacher is going to show a picture, or s/he is going to deliver instructions to conduct an activity while learners are busy doing something else, for instance, s/he calls their attention. It is said by teacher before he gives instructions to the learners to conduct an activity, a pair-work, of describing the most important event in one’s life to a friend. Since it is done after learners finish doing another task, i.e. group-work of classifying game, they need to be called to attention for the subsequent activity.

Correcting

Correcting is an act performed by the addressor in order to correct the utterance produced by the addressee. This is categorized as directives because the addressor gets the addressee to do something, i.e. correcting her/his own utterance. This act is pedagogical in nature in the sense that it is normally performed in the process of language learning and teaching and rarely happens in natural communication. Correction is given by the teacher in order that the learners correct their pronunciation error. After giving the correction, the teacher drills the correct pronunciation.

Sometimes, correction is also given by another learner, which is called peer correction. The teacher, first, asks the learners if the answer is right. Then, learners say that it is not right, therefore, Learner 1 immediately gives correction. After that, the teacher confirms the accurate answer and reformulates the correct, complete utterance.

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Correction is usually preceded by negation “not” or “no” then followed by the corrected version. The negation is intended to reject the error, thus eliminating the erroneous habit. Without it, the learners might not be aware of their errors and the presence of the correction. This direct correction can be effective in addition to another way which is indirect correction.

Checking Knowledge

Checking knowledge is an act performed by the S to check the existence or non-existence of the knowledge owned by the H. For pedagogical purposes, when the H does not have the knowledge it becomes the basis for the S to provide it. When the H has got the knowledge, checking is to create a frame in which interlocutors can communicate successfully. It often happens in a teaching and learning process that checking knowledge is done by the teacher intended to spread it to all learners. Although some of them have known the information, it is quite possible that some others have not. In such a case, checking is just a sort of focusing attention and a way to pass on information for those who have not known it.

Learner 4 provides an answer by saying a phrase “raise up.” The teacher wants to assure if all other learners know the meaning of the phrase, therefore he checks it by asking what it is. The teacher then clarifies his intention by rephrasing his question in the form of prompting. In order to remind the learners of the answer, he also gives the first word of the phrase. Finally, the learners know what the teacher wants and provide the expected answer.

Checking knowledge in this context is useful to remind the learners of the meaning of certain vocabulary. In other time, what is being checked is the knowledge of the world, thus the communicants can stand in the same frame. For example, the teacher checks whether the learners have known the real name of Mr. Bean, (13) *Do you know the real name of Mr. Bean?* Due to the fact that they have, it is easier for the teacher to talk further about him. That is one way for the interlocutors to create a frame for successful communication and to focus the attention of the addressees to the topic of discussion.

Drilling

Drilling is normally a pedagogical act performed by the S to give the H a restricted repetition activity to practice certain forms or pronunciation. This is normally pedagogical because it hardly happens in real authentic communication. Instead, it is usually done in the

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process of language teaching and learning. The teacher drills in order to be repeated by the learners to practice the pronunciation of the target language, multi-word verbs. Its benefit for the learners is not only to be able to pronounce them properly but also to acquire the collocation of the verbs with their particles. By frequently repeating the articulation of the verbs together with their particles, learners may automatically perceive a hunch that a certain verb collocates with a specific particle. That might become automatic habit.

Drilling is categorized as directive because in this act the S, in this case the driller, i.e. the teacher gets the learners to do something, i.e. to repeat and practice what is being drilled.

Final Remark

The directive acts manifested in the communicative functions performed by the teacher in the classroom mentioned above are substantially effective to encourage and stimulate learners to be actively involved in classroom interaction. Learners' active engagement is realized in the forms of either verbal responses or physical performance of the activities. Both forms are essential in promoting the effectiveness of learning process. Therefore, it is recommended that teacher consider the performance of those acts as ways to activate learners and increase the effectiveness of language teaching and learning.

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