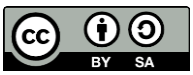
IDEAS

Journal on Language Teaching and Learning, Linguistics and Literature

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Volume 13, Number 2, December 2025
pp. 8806 - 8821



Issued by English study program of IAIN Palopo

Teacher's Directive Speech Acts to Special Needs Students in EFL Class Interaction at Junior High School

Zuhrotun Nisa Saragih[1], Maslatif Dwi Purnomo[2], Sholihatul Hamidah Daulay[3]
[1,2,3]Pendidikan Bahasa Inggris, Universitas Islam Negeri Sumatera Utara
Corresponding E-Mail: Zuhrotun0333233008@uinsu.ac.id

Received: 2025-12-23 Accepted: 2025-12-31
DOI: 10.24256/ideas. v13i2.9029

Abstract

This study investigates the types and strategies of teachers' directive speech acts and the responses of special needs students during English learning and classroom interaction at the junior high school level. Using a qualitative approach, the data were obtained naturally from classroom communication to capture authentic linguistic behaviour. The findings reveal four types of directive speech acts used by teachers, namely commands, prohibitions, suggestions, and imperatives, each serving distinct instructional and behavioural purposes. The analysis also shows that teachers employ both direct and indirect strategies in delivering directives, which are adapted to students' cognitive, emotional, and linguistic conditions. Furthermore, the responses of special needs students vary according to the nature of the directive, the clarity of the instruction, and the contextual demands of the classroom situation. Some students respond promptly and appropriately, while others require repetition, modelling, or simplified instructions to process and perform the requested actions. Overall, the realization of the directive types, strategies, and student responses is shaped by the diverse interactional contexts in special needs classrooms, demonstrating that effective teacher directives must be flexible and sensitive to students' individual characteristics. These findings highlight the importance of pragmatic awareness in instructional communication, particularly in supporting the engagement and participation of students with special needs in EFL learning.

Keywords: *Classroom Interaction, Directive Speech Acts, Special Needs Students.*

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Introduction

Fostering the communication skills of special needs students through real-life communication activities is a fundamental aspect of language education in inclusive settings. Language learning in special schools is often implemented through conversation activities where teachers employ certain speech acts as initiations to stimulate students' communication or language responses (Directorate of Special Education, 2004). In an educational setting, effective teaching and learning activities rely on strong communication between teachers and students. As educators, teachers hold the responsibility of providing both intellectual and moral education throughout the learning process (Nisa & Abduh, 2022). Teachers are also tasked with guiding and overseeing students as they receive instructional material and directions in the classroom.

Recent studies have explored directive speech acts in educational contexts, examining their types, functions, and forms in various classroom settings. Haryanto and Mubarok (2020) analyzed teacher's directive expressions in English teaching classes, focusing on the linguistic forms and functions of directives in normal classroom settings. Suryandani and Budasi (2021) investigated directive speech acts produced by teachers in EFL classrooms, identifying various types and their pedagogical implications. Nisa and Abduh (2022) examined directive speech acts in teacher and student interaction during thematic learning in elementary school, emphasizing the relationship between directives and student engagement. Charlina et al. (2018) explored teacher speech acts in learning processes at special schools in Pekanbaru, providing insights into communication patterns in special education contexts. However, these studies primarily focused on either normal students or limited aspects of directive speech acts, overlooking the comprehensive examination of how directive speech acts specifically function with special needs students in EFL contexts at the junior high school level.

The gap between existing research and current needs in special education is evident in several areas. First, while previous studies have established the importance of directive speech acts in classroom management and instruction, there is limited understanding of how these speech acts function specifically with special needs students who have diverse learning challenges including intellectual disabilities, ADHD, deafness or hard hearing (DHH), and Down Syndrome. Second, most research has been conducted at primary school levels or with typically developing students, neglecting the unique characteristics of junior high school special needs learners. Third, the contribution of directive speech acts to students' engagement and interest in learning English, particularly among special needs students, remains underexplored despite its critical importance for inclusive education.

This study addresses these gaps by investigating the following research questions: What types of directive speech acts do teachers employ when interacting with special needs students in EFL classrooms? What strategies do teachers use in

employing directive speech acts? How do special needs students respond to teachers' directive speech acts? The novelty of this research lies in its comprehensive examination of the intersection between directive speech acts and special needs education in the EFL context at the junior high school level, providing practical insights into effective communication strategies for inclusive language teaching that can benefit both teachers and curriculum developers in special education settings.

Method

This study employs a qualitative approach to explore and understand the social phenomena of classroom interaction in their natural context. According to Creswell (2014), qualitative research emphasizes the meanings, experiences, and perspectives of individuals or groups, prioritizing an in-depth understanding of social interactions and real-life situations by collecting descriptive and narrative data rather than numerical data. Denzin and Lincoln (2011) highlight that qualitative research focuses on how individuals interpret their world and the social relationships they construct within it, making this approach particularly suitable for examining the nuanced interactions between teachers and special needs students.

The study was conducted at a junior high school in Serdang Bedagai, Indonesia, focusing on EFL classroom interactions involving special needs students. The participants included one experienced English teacher who specialized in inclusive education and several special needs students with various conditions including intellectual disabilities, ADHD, deafness or hard hearing (DHH), and Down Syndrome. The teacher, identified as MI (Muallimah Intan), had five years of experience teaching English to special needs students. The student participants included Alvin (AP) with intellectual disability, Deva (DA) with Down Syndrome, and Adiba (AB) with ADHD.

The research data consisted of two types: speech data and field note data. The speech data contained the forms, strategies, and responses of the teacher and the special needs students during classroom interactions, capturing both verbal utterances and their pragmatic functions. The field note data included both descriptive field notes documenting observable behaviors, classroom environment, and interaction patterns, and reflective field notes capturing the researcher's interpretations, insights, and emerging analytical themes. Data were collected through direct non-participant observation while simultaneously conducting video recordings using a Digital Video Camera Recorder (Handycam) and taking detailed field notes. This triangulated approach allowed for capturing both verbal and non-verbal communication patterns without interfering with the natural classroom dynamics, ensuring the authenticity and reliability of the collected data.

Data analysis was carried out using the interactive model proposed by Miles and Huberman (1992), which includes four interconnected stages. First, during data collection, all classroom interactions were recorded and transcribed verbatim, with particular attention to directive speech acts and student responses. Second, in the

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

data reduction stage, relevant utterances containing directive speech acts were identified and coded according to Searle's (1969) taxonomy of directive speech acts, including commands, requests, forbiddens, and suggestions. The transcripts were analyzed line-by-line to identify instances where the teacher attempted to get students to perform specific actions. Third, data display involved organizing the coded data into tables and narrative descriptions to identify patterns, frequencies, and relationships between directive types, strategies, and student responses. Finally, conclusions were drawn and verified through cross-checking with field notes and video recordings, as well as through member checking with the participating teacher to ensure the validity and reliability of the findings.

Results

Types of Directive Speech Acts in the EFL Classroom

The findings focus on types of directive speech acts expressed by the teacher during the learning process in the EFL classroom. These directive speech acts include expressions of commanding, requesting, and forbidding, which frequently appear in classroom interactions. This research aims to identify forms of directive speech acts that are usually used by the teacher, thereby providing an overview of the directive communication patterns that develop in English language learning. Complete details regarding the results of observations are presented in the following table:

Table 1. Types of Directive Speech Acts in the EFL Classroom

Types of Directive Speech Act	Values
Command	3
Request	1
Forbidden	1
Suggest	0
TOTAL	**8**

Based on the findings, the most dominant directive speech act employed by the teacher is command, with a total frequency of three occurrences across five observations. The distribution includes observation two (1 time), observation five (1 time), and observation six (1 time). Meanwhile, the request and forbidden directive speech acts occur merely once in five observations. The request directive speech act is observed in observation four, while the forbidden directive speech act appears in observation five. Notably, suggestion directive speech acts were not found in any of

the classroom interactions documented throughout this study. This finding is consistent with research conducted by Suryandani and Budasi (2021), which analyzed directive speech acts produced by teachers in EFL classrooms and found that commands were the most frequently used type.

Command Directive Speech Act

The first example of command directive speech act occurred when the teacher initiated the learning activity by appointing a special needs student to answer questions about the material that would be given by the teacher, "introduce myself":

T (MI) : "*Sekarang muallimah tanya Alvin. Answer, please! What's is your name?"* (3 times)
SNS (AP) : *My name is Alvin.*

In the dialogue [CESA-OB2-O1], the teacher began the learning by appointing one of the special needs students to respond. The teacher used a command expression to prompt the special needs student to respond. By saying "Answer, please! What is your name?" and repeating it three times, the teacher provides a clear directive that requires immediate verbal action from the student. This command serves to guide the special needs student toward producing the expected language output. In response, the special needs student complies with the directive by stating "My name is Alvin," which shows that the command expression effectively elicits the targeted spoken response, although with some processing delay.

In addition, another dialogue shows a command directive speech act uttered by the teacher:

T (MI) : *"Muallimah tanya kaka Deva, how old are you?"*
SNS (DA): *"13 muallimah"*
T (MI) : *"Use English, sayang! Follow me! Thirteen".*
SNS (DA): *"Thirteen".*
T (MI) : *"kita ulangi ya. How old are you?"*
SNS (DA): *"I am thirteen years old".*

In the dialogue [CDSA-OB5-O2], the teacher again pointed to one of the special needs students to answer the question. In this question, the special needs student answered confidently. However, the student answered it in Indonesian, "13 muallimah." Furthermore, the teacher employs the command directive speech act to encourage Deva to provide the correct answer in English: "Use English, sayang! Follow me! Thirteen." Deva then said "Thirteen," showing she could use English. To ensure the student already understood, the teacher immediately gave a command directive speech act once more, "kita ulangi ya. How old are you?" Deva answered, "I am thirteen years old." Moreover, these remarks acknowledged Deva's answer and reiterated the correct information to the class. This interaction showed the teacher's attention in guiding the special needs students toward genuine understanding in the English lesson.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

A third example demonstrates command directive used for classroom management and participation:

T (MI) : *"Ayo! No 03 kakak Deva ya maju!"*
SNS (DA): *"Yes".*

In the dialogue [CDSA-OB6-O1], the teacher used a direct instruction approach to involve special needs students in learning by appointing one of the special needs students, "Ayo! No 03 kakak Deva ya maju!" Deva said "Yes." Rather, it is a clear command in which the teacher directs the student, identified as participant number 03, to come forward. The expression "Ayo" serves as an encouraging yet imperative cue, reinforcing the expectation that the student should comply immediately. The student's brief response "Yes" indicates acknowledgement and acceptance of the command, showing that the directive successfully achieved its intended effect in managing classroom participation.

Request Directive Speech Act

The request directive speech act was observed when the teacher offered students choices in a learning activity, providing them with some degree of autonomy in role selection:

T (MI) : *"Ayo, kakak Adiba dan kakak Deva. Kakak Deva mau jadi yang A atau B? Oh kakak Deva jadi yang A ya!"*
SNS (DA): *"Oke muallimah".*
S (AB) : *"Oke, muallimah".*

The utterance "Kakak Deva mau jadi yang A atau B?" represents a request directive speech act wherein the teacher asks Deva to choose a role for the upcoming dialogue activity. This request directive provides the student with options, demonstrating a less authoritative and more collaborative approach compared to direct commands. Both Deva and Adiba's responses, "Oke muallimah," demonstrate their willingness to comply with the teacher's request and accept the assigned roles. Once both parties agree, the conversation activity can be started smoothly, indicating the effectiveness of request directives in promoting student agency within structured learning activities.

Forbidden Directive Speech Act

The forbidden directive speech act occurred when the teacher provided correction and prohibition during a translation activity:

T (MI) : *"Ayo! No 03 kakak Deva ya maju! Artikan kalimat "that is my mother. She is Jogging"*
SNS (DA): *"Yes. Itu ibuku. Sedang jogging".*
T (MI) : *"kak, jangan lupakan she nya ya!"*

The dialogue [CDSA-OB5-O1] shows the teacher delivering a signal not to do something while Deva answers the question written on the whiteboard. The

utterance "jangan lupakan she nya ya!" is directed at Deva to prevent her from omitting an important grammatical element (the pronoun "she") in future responses. However, Deva missed the teacher's prohibition or correction, suggesting that forbidden directive speech acts may require additional reinforcement strategies or alternative communication methods when working with special needs students to ensure the directive is properly received and processed.

Teachers' Strategies in Employing Directive Speech Acts

The analysis of classroom interactions reveals that teachers primarily employ direct strategies when using directive speech acts with special needs students. Direct strategies are characterized by explicit imperatives, clear commands, and straightforward instructions that leave minimal room for interpretation or ambiguity.

In the first example of command directive [CESA-OB2-O1], the teacher asks, "Answer, please! What is your name?" This statement is a clear command because it uses the direct word "Answer." Even though the teacher adds "please" to maintain politeness, the request remains straightforward and unambiguous. The teacher repeats the command three times, showing urgency and making sure the student responds. There are no hints, implied meanings, or indirect questions in the teacher's words—it is an explicit request for the student to speak. The student replies, "My name is Alvin," demonstrating that the teacher's direct command worked to get the response needed. This exchange shows how a teacher uses direct commands to provide clarity, encourage participation, and facilitate language practice with special needs students who benefit from explicit instruction.

The second dialogue [CDSA-OB5-O2] further exemplifies the consistent use of direct directive strategies:

T (MI) : *"Muallimah tanya kaka Deva, how old are you?"*
SNS (DA): 13 muallimah
T (MI) : "Use English, sayang! Follow me! Thirteen".
SNS (DA): "Thirteen".
T (MI) : "kita ulangi ya. How old are you?"
SNS (DA): "I am thirteen years old".

In this interaction, the teacher consistently employs direct directive strategies to guide the student toward producing the correct linguistic form. The utterances "Use English, sayang!" and "Follow me! Thirteen" are explicit imperatives that clearly instruct the student on what to do, leaving no room for interpretation. These direct forms are used to correct the student's initial response in Indonesian and to model the appropriate English answer. The teacher's directive "kita ulangi ya. How old are you?" also functions as a direct instructional cue, signaling that the student must repeat the exchange using the correct structure.

Throughout the dialogue, the teacher does not rely on indirect strategies such as hints, suggestions, or polite requests; instead, she uses straightforward commands to scaffold the learner's production of the target language. This strategy effectively

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

supports the student in reformulating their answer from "13 muallimah" to the accurate expression "I am thirteen years old." Thus, the dialogue demonstrates the teacher's deliberate use of direct directives to correct errors, model language, and reinforce accurate communicative practice.

The third example [CDSA-OB6-O1] reinforces the pattern of direct strategy use in classroom management:

T (MI) : *"Ayo! No 03 kakak Deva ya maju!"*

SNS (DA): *"Yes".*

In this short dialogue, the teacher's utterance "Ayo! No 03 kakak Deva ya maju!" represents a clear example of a direct directive strategy. The instruction is delivered explicitly through an imperative form that directly commands the student to come forward. There is no indirectness, hint, or polite mitigation; instead, the teacher uses a straightforward and authoritative tone to ensure that the student responds immediately to the classroom procedure. The particle "Ayo!" functions as an attention-getting device that strengthens the directive force, signaling urgency and directing the student to take action without delay. The student's prompt response, "Yes," indicates compliance and shows that the direct directive successfully elicited the expected behavior. This interaction demonstrates how teachers often rely on direct directives when managing classroom transitions, maintaining order, and ensuring smooth participation in instructional activities.

In the classroom interaction discourse of special needs students, research findings data showed that the realization of the teacher's directive speech acts are carried out by using direct speaking strategies. This current finding is in line with research conducted by Ardianto (2013), who found that teachers use direct strategies to express commands, requests, prohibitions, permissions, suggestions, expectations, and reprimands, particularly when working with students who require explicit and unambiguous instruction.

Special Needs Students' Responses to Teachers' Directive Speech Acts

This section discusses how special needs students respond to the teachers' command directive speech acts in learning English in the EFL classroom. The main focus is to elaborate on the various students' response classifications in which the speech act of command plays a role, as well as how commands are received and processed by students. The following tables present detailed response classifications:

Table 2. Response Classification of Command Directive Speech Acts

Directive Type	Students' Response	Category
"Command"		
"Sekarang		

muallimah tanya Alvin. *Answer,* please! What's is your name?" (3 times)	My name is Avin	Delayed response

Table 2 highlights that the student's delayed response becomes evident through the teacher's repeated command. When the teacher says, "Sekarang muallimah tanya Alvin. Answer, please! What is your name?" and needs to repeat the question three times, it shows that Alvin requires additional processing time. This pattern indicates that Alvin may need extra time to understand the directive or gather the confidence to answer. The teacher's consistent yet gentle repetition provides supportive prompting, giving the student space while still guiding him toward the expected verbal response.

Eventually, Alvin replies, "My name is Alvin," demonstrating that although his response is delayed, Alvin is capable of completing the task when given adequate time and repeated cues. This moment highlights how special needs students may require patience, repetition, and clear prompts before producing a response, and how the teacher's command directive speech acts, when persistently but supportively delivered, contribute to student participation in the EFL interaction.

Table 3. Response Classification of Command Directive Speech Acts

Directive Type	Students' Response	Category
"Command" *Ayo*, kakak Adiba dan kakak Deva. *Kakak Deva mau jadi yang A atau B?* Oh kakak Deva jadi yang A ya!	Oke, muallimah	Compliant response

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

In this case, the teacher frames a command in a supportive and engaging manner, saying, "Ayo, kakak Adiba dan kakak Deva. Kakak Deva mau jadi yang A atau B? Oh kakak Deva jadi yang A ya!" The directive invites the students to participate in the activity while also assigning Deva a specific role. The student responds promptly with "Oke, muallimah," demonstrating a clear instance of compliant behavior. This smooth interaction reflects the effectiveness of the teacher's command: it is direct yet delivered with warmth and encouragement, making it easy for the student to comply. The exchange indicates a positive classroom rapport, where the student feels comfortable acknowledging and following the teacher's directive, thereby supporting the flow of the EFL learning activity and promoting active engagement.

Discussion

The findings of this study reveal important patterns in how directive speech acts function in EFL classrooms with special needs students, providing insights that both confirm and extend previous research in this area. The predominance of command directive speech acts aligns with the behavioral theory's stimulus-response mechanism, where explicit directives serve as clear stimuli that generate predictable responses from students. Through the lens of behavioral theory, the process of classroom conversation is closely related to the stimulus-response mechanism (Skinner, 1957). A particular stimulus given by the teacher generates a corresponding response from the students, and repeated stimulus processes eventually form habits or patterns of behavior. This finding is consistent with research by Suryandani and Budasi (2021), who also found commands to be the most frequently used directive speech act type in EFL classrooms, accounting for the majority of teacher directives.

The teacher's preference for direct strategies when employing directive speech acts with special needs students can be understood through the lens of cognitive load theory (Sweller, 1988). Special needs students, particularly those with intellectual disabilities, ADHD, or Down Syndrome, may have limited working memory capacity and benefit from explicit, unambiguous instructions that reduce cognitive processing demands. Direct strategies eliminate the need for students to infer meaning or interpret indirect cues, thereby facilitating comprehension and appropriate responses. This approach is supported by Ardianto's (2013) findings that direct strategies are effective for expressing commands, requests, prohibitions, and other directive functions in educational settings, particularly with learners who require additional support.

The variation in student responses—delayed versus compliant—reflects the diverse learning profiles of special needs students documented in the literature. Delayed responses, as observed with Alvin who required three repetitions before responding, may result from several factors including processing speed difficulties common in intellectual disabilities (Hepsida, 2017), attention deficits characteristic of ADHD (Millichap, 2013), or language processing challenges associated with

various developmental conditions. The teacher's strategy of patient repetition without showing frustration demonstrates an understanding of these learning differences and creates a supportive environment that ultimately enables student participation. This approach aligns with Vygotsky's (1978) zone of proximal development concept, where the teacher provides scaffolding through repeated directives until the student can produce the expected response independently.

Compliant responses, as observed with Deva in multiple interactions, suggest that when directives are clear, appropriately paced, and delivered with positive affect, special needs students can respond effectively and promptly. The teacher's use of affectionate terms like "sayang" (dear) combined with direct commands creates a balance between authority and warmth that facilitates compliance while maintaining positive teacher-student relationships. This finding supports research by McKnight, Keighran, and Carroll, who found that direct speech was more likely to induce responses from children with autism compared to indirect speech, suggesting that clarity and directness in communication are crucial for special needs populations.

The absence of suggestion directive speech acts in the observed interactions may reflect the teacher's pedagogical judgment that special needs students at this level require more structured guidance than the optional nature of suggestions provides. Suggestions, by their nature, imply choice, interpretation, and a degree of cognitive flexibility that may be challenging for students with intellectual disabilities or attention deficits (Susanto et al., 2019). Commands and requests, being more explicit and action-oriented, appear better suited to the learning needs of this population, providing the clear structure and unambiguous expectations that support their engagement and success.

However, the study also reveals challenges in the implementation of directive speech acts with special needs students. The missed forbidden directive, where Deva did not acknowledge or respond to the teacher's correction about including "she" in the sentence, highlights that not all directive speech acts successfully achieve their intended perlocutionary effect (Austin, 1962). This suggests that teachers may need to employ additional strategies such as visual cues, physical prompts, immediate positive reinforcement, or multimodal instruction to ensure that prohibitions and corrections are processed and acted upon by special needs students, particularly those with hearing impairments (Khalid, 2018) or attention difficulties (Frick & Nigg, 2012).

The pedagogical implications of these findings are significant for inclusive education practice. Teachers working with special needs students in EFL contexts should prioritize clarity, consistency, and repetition in their directive speech acts. Direct strategies should be the primary approach, with commands serving as the main vehicle for initiating student participation and guiding language production. However, these directives must be delivered with patience, warmth, and appropriate scaffolding to accommodate the varied processing speeds and learning profiles of

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

special needs students. The integration of verbal directives with non-verbal cues, visual supports, and multimodal instruction may enhance the effectiveness of directive speech acts, particularly for students with sensory impairments or language processing difficulties (Tohidast et al., 2020).

Conclusion

This study has examined the types, strategies, and student responses to teachers' directive speech acts in EFL classroom interactions involving special needs students at the junior high school level. The findings reveal several important conclusions that contribute to both theoretical understanding and practical application in inclusive language education.

First, teachers more frequently used command directive speech acts with students with special needs during the English language learning process. Commands were implemented to increase student engagement and active participation in the classroom, appearing three times across five observations, while requests and forbiddens occurred only once each, and suggestions were completely absent. This pattern reflects teachers' recognition that special needs students benefit from clear, explicit directives that provide structured guidance and reduce ambiguity in classroom communication.

Second, command directive speech acts were expressed by teachers using the direct speech act strategy. This strategy was used to directly express the teacher's instructions to students with special needs without relying on hints, implications, or indirect language. The preference for direct strategies aligns with the learning characteristics of special needs students who may have limited working memory, attention deficits, or language processing difficulties that make indirect communication challenging to interpret and act upon.

Third, the special needs students' responses to directive speech acts varied between delayed responses and compliant responses, depending on individual processing capabilities, the clarity of directives, and the supportive nature of teacher-student interactions. However, during the researcher's observations, several challenges were still apparent for teachers in giving commands, particularly evident from the study results regarding the special needs students' slightly slow responses in some dialogues and the missed forbidden directive. In other words, a teacher's directive speech acts toward special needs students had a pedagogical influence on student engagement and activeness throughout English learning, though this influence varied based on the type of directive, delivery strategy, and individual student characteristics.

Despite these contributions, this study acknowledges several limitations that suggest directions for future research. First, the research was conducted in a single junior high school with a limited number of observations (five observations) and a small participant group, which may restrict the generalizability of findings to other special education settings or different cultural contexts. Second, the study focused

primarily on verbal directive speech acts without extensively examining the role of non-verbal cues, visual supports, or assistive technologies that may enhance communication effectiveness with special needs students. Third, the research did not systematically compare directive speech act effectiveness across different disability categories, which could provide more nuanced insights for differentiated instruction.

For practitioners, these findings suggest that teacher training programs for inclusive education should emphasize the strategic use of direct directive speech acts, the importance of patience and repetition when working with special needs students, and the need to balance clear authority with warmth and emotional support. Teachers should be encouraged to document and reflect on their directive speech act patterns to ensure they are maximizing student engagement and language learning opportunities in EFL classrooms serving diverse learners. Additionally, professional development should address strategies for ensuring that all types of directive speech acts, including corrections and prohibitions, are successfully received and processed by special needs students through multimodal delivery and reinforcement techniques.

Future research should explore directive speech acts across multiple inclusive educational settings with larger and more diverse participant groups to enhance the generalizability of findings. Studies should examine the integration of multimodal communication strategies, including visual supports, gesture, and assistive technologies, in delivering directive speech acts to special needs students. Furthermore, comparative research investigating how directive speech act effectiveness varies across specific disability categories such as ADHD, intellectual disabilities, deafness, and Down Syndrome would provide valuable insights for developing differentiated instructional approaches. Longitudinal studies examining how students' responses to directive speech acts evolve over time could also illuminate developmental patterns and inform long-term pedagogical planning in inclusive EFL education.

References

Austin, J. L. (1962). How to do things with words. Cambridge, MA: Harvard University Press.

Anjarsari, A. D., Efendy, M., & Sulthoni. (2018). Penyelenggaraan pendidikan inklusi pada jenjang SD, SMP, dan SMA di Kabupaten Sidoarjo. JPI (Jurnal Pendidikan Inklusi), 1(2), 91–104. https://doi.org/10.26740/inklusi.v1n2.p91-104

Baihaqi, A., & Sugiarman, S. (2006). Memahami ADHD pada anak: Gangguan konsentrasi, hiperaktivitas, dan impulsivitas. Bandung, Indonesia: Pustaka Cendekia.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY: W. H. Freeman.

Bouck, E. C. (2006). Secondary students with mild disabilities: The role of graphing calculators. Journal of Special Education Technology, 21(1), 17–25.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Cendaniarum, W. B., & Supriyanto. (2020). Pengelolaan layanan keterampilan vokasional siswa tunarungu. Jurnal Inspirasi Manajemen Pendidikan, 8(3), 167–177.

Charlina, C., Sinaga, M., Septiyanti, E., & Kurniaman, O. (2018). Teacher speech act in learning process at special school in Pekanbaru. Advanced Science Letters, 24(10), 7120–7123. https://doi.org/10.1166/asl.2018.12422

Christianto, D. (2020). Speech acts in EFL classrooms. Journal of Pragmatics Research, 2(1), 68–79. https://doi.org/10.1836/jopr.v2i1.1-68-79

Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Merrill Prentice Hall.

Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York, NY: Harper & Row.

Cutting, J. (n.d.). Pragmatics and discourse. London, England: Routledge.

Suryandani, P., & Budasi, G. I. (2021). An analysis of directive speech acts produced by teachers in EFL classrooms. Journal of English Language and Culture, 12(1), 36–45. Retrieved from http://journal.ubm.ac.id/

Dayana, I. P. (2019). Perkembangan bahasa anak down syndrome. Journal of Special Education Lectura, 1(1), 24–28.

Smith, D. (2014). Teaching strategies and approaches for pupils with special educational needs: A scoping study. Unpublished undergraduate thesis.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York, NY: Springer.

Donald, D., Lazarus, S., & Lolwana, P. (2001). Educational psychology in social context: Challenges of development, social issues, and special need in Southern Africa (2nd ed.). Oxford, England: Oxford University Press.

Enyi, A. U. (2016). Rhetorical diplomacy: A study of Nigeria's President Muhammadu Buhari's speech to the 70th session of the United Nations General Assembly. International Journal of Language & Linguistics, 4(2), 38–52.

Fitria, R. (2012). Proses pembelajaran dalam setting inklusi di sekolah dasar. Jurnal Ilmiah Pendidikan Khusus, 1, 90–101. https://doi.org/10.24036/jupe7810.64

Frick, P. J., & Nigg, J. T. (2012). Current issues in the diagnosis of attention deficit hyperactivity disorder, oppositional defiant disorder, and conduct disorder. Annual Review of Clinical Psychology, 8, 77–107.

Fuad, M., Efendi, A., & Muhammad, U. A. (2020). The use of Pepaccur local wisdom for Indonesian literary teaching materials. JPI, 9(2), 213–223. https://doi.org/10.23887/jpi-undiksha.v9i2.22779

Haryanto, H., & Mubarok, H. (2020). Teacher's directive expressions analysis in English teaching classes. Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya, 8(1), 22–42. https://doi.org/10.26714/lensa.8.1.2018.22-42

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. Educational Psychologist, 41(2), 111–127. https://doi.org/10.1207/s15326985ep4102_4

Latief, M. A. (2013). Research methods on language learning: An introduction. Malang, Indonesia: UM Press.

Khalid, M. (2018). Removing barriers for deaf and hard of hearing students in inclusive classrooms. International Journal of Inclusive Education, 22(4), 345–359. https://doi.org/10.xxxxxx

Makarim, M. H., & Hayati, R. (n.d.). Teacher's directive speech acts in classroom at SMPIT Tahfidzul Qur'an Ulil Albab Karanganyar. Retrieved from https://proceeding.unikal.ac.id/index.php/kip

Mangunsong, F. (2014). Psikologi dan pendidikan anak berkebutuhan khusus. Depok, Indonesia: LPSP3 UI.

Millichap, J. G. (2013). Attention deficit hyperactivity disorder: Advances in diagnosis and treatment. Nature Reviews Neurology, 9(10), 556–564. https://doi.org/10.1038/nrneurol.2013.192

Nisa, L. K., & Abduh, M. (2022). Directive speech acts analysis in teacher and student interaction during thematic learning in elementary school. Jurnal Penelitian dan Pengembangan Pendidikan, 6(2), 286–294. https://doi.org/10.23887/jppp.v6i2.49372

Nugraha, U. (2015). Hubungan persepsi, sikap, dan motivasi belajar terhadap hasil belajar pada mahasiswa pendidikan olahraga dan kesehatan Universitas Jambi. Jurnal Cerdas Sifa, 1(1), 37–39.

Putri, R. P., & Putro, B. H. (2021). Learning dance to improve motor skills of lightweight palsy cerebral patients at YPAC Semarang. Jurnal Pendidikan Indonesia, 2(03), 493–501.

Rafli, Z. (2018). English speech acts of illocutionary force in class interaction. Advances in Language and Literary Studies, 9(3), 113. http://dx.doi.org/10.7575/aiac.alls.v9n3p113

Rizqianti, N. A., Ningsih, P. K., Ediyanto, E., & Sunandar, A. (2022). Implementasi tugas guru pembimbing khusus serta kendala sebagai tenaga pendidik profesional di sekolah inklusi Kota Surabaya. Jurnal Pendidikan Kebutuhan Khusus, 6(1), 67–75. https://doi.org/10.24036/jpkk.v6i1.609

Rumaria, C. (2015). An analysis of speech acts in The Dead Poets Society. Undergraduate thesis, Yogyakarta State University.

Searle, J. R. (1969). Speech acts: An essay in the philosophy of language. Cambridge, England: Cambridge University Press.

Searle, J. R. (1985). Expression and meaning: Studies in the theory of speech acts. Cambridge, England: Cambridge University Press.

Shores, R. E., Gunter, P. L., Denny, R. K., & Jack, S. L. (1993). Classroom influences on aggressive and disruptive behaviors of students with emotional and behavioral disorders. Focus on Exceptional Children, 26(2), 1–14.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Soewondo, W. (2019). Pendidikan kesehatan gigi untuk penyandang sindrom down. Jurnal Pengabdian Kepada Masyarakat, 4(3), 55–58.

Susanto, A., Dianasari, E. L., Putri, Z. D., & Kurniawan, E. (2019). The special education needs students and the teaching of English vocabulary. Jurnal Minda, 1(1), 54–60.

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4

Tai, K. W. H. (2024). Classroom interactional competence in an English medium instruction mathematics classroom: A creation of a technology-mediated translanguaging space. Learning and Instruction, 90, 101849. https://doi.org/10.1016/j.learninstruc.2023.101849

Thuan, P. D. (2021). Attitude and motivation in language learning: A review. Journal of English Language Teaching and Applied Linguistics, 3(5), 65. https://doi.org/10.32996/jeltal.2021.3.5.7

Tohidast, S. A., Mansuri, B., Bagheri, R., & Azimi, H. (2020). Provision of speech-language pathology services for the treatment of speech and language disorders in children during the COVID-19 pandemic: Problems, concerns, and solutions. International Journal of Pediatric Otorhinolaryngology, 138, 110262. https://doi.org/10.1016/j.ijporl.2020.110262

Uddinayah, N. D., & Silfia, E. (2019). An analysis of students' motivation in learning English at SMAN 8 Kota Jambi academic year 2018/2019. Journal of English Language Teaching, 3(2), 140.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. Contemporary Educational Psychology, 25(1), 68–81. https://doi.org/10.1006/ceps.1999.1015

Yin, R. K. (2002). Case study research: Design and methods (2nd ed.). Thousand Oaks, CA: Sage.