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DIRECTIVE SPEECH ACTS BY INDONESIAN LANGUAGE TEACHERS AT SPECIAL NEEDS SCHOOLS IN PADANG

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: (1) bentuk tindak tutur direktif guru dalam pembelajaran bahasa Indonesia di Sekolah Luar Biasa (SLB) Yayasan Pembina Pendidikan Luar Biasa (YPPLB), SLB Work Shop, dan SLB Kasih Ummi, (2) strategi bertutur guru dalam pembelajaran bahasa Indonesia di tiga sekolah tersebut. Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode deskriptif analisis. Data penelitian berupa tuturan direktif guru bahasa Indonesia dalam proses pembelajaran di kelas siswa *Down Syndrome*. Sumber data penelitian ini adalah tiga orang guru bahasa Indonesia di tiga Sekolah Luar Biasa (SLB), yaitu YPPLB, SLB Work Shop, dan SLB Kasih Ummi. Data dikumpulkan melalui teknik simak bebas libat cakap dengan cara merekam dan mentranskripsi tuturan guru, dibantu dengan instrumen berupa alat perekam suara dan format inventarisasi data. Teknik analisis data dalam penelitian ini mengombinasikan teori tindak tutur direktif, dan teori kesantunan, yang dilakukan melalui tiga tahapan, yaitu: (1) reduksi data, (2) penyajian data, dan (3) penarikan kesimpulan. Hasil penelitian menunjukkan tiga kesimpulan. Pertama, bentuk tindak tutur direktif guru bahasa Indonesia di Sekolah Luar Biasa Kota Padang teridentifikasi ke dalam lima bentuk, yaitu menyuruh sebanyak 44 data, menantang sebanyak 23 data, menyarankan sebanyak 14 data, memohon sebanyak 15 data, dan menasihati sebanyak 13 data, dengan bentuk menyuruh sebagai bentuk yang paling dominan. Kedua, strategi bertutur guru hanya menggunakan tiga dari lima strategi kesantunan, yaitu bertutur terus terang dengan kesantunan positif (BTDKP) sebanyak 52 data, bertutur terus terang tanpa basa-basi (BTTB) sebanyak 44 data, dan bertutur terus terang dengan kesantunan negatif (BTDKN) sebanyak 13 data, dengan BTDKP sebagai strategi yang paling banyak digunakan. Ketiga yang berlangsung pada tahap awal, inti, dan penutup pembelajaran.

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ABSTRACT

This study aims to describe: (1) the forms of directive speech acts used by teachers in Indonesian language learning at the Special Education Schools (SLB) of Yayasan Pembina Pendidikan Luar Biasa (YPPLB), SLB Work Shop, and SLB Kasih Umami; (2) the speech strategies used by teachers in Indonesian language learning at the three schools. This research is a qualitative study using a descriptive-analytical method. The data consist of directive utterances produced by Indonesian language teachers during the learning process in *Down Syndrome* student classrooms. The data sources are three Indonesian language teachers from three Special Education Schools (SLB), namely YPPLB, SLB Work Shop, and SLB Kasih Umami. Data were collected through the non-participant observation technique (*simak bebas libat cakap*) by recording and transcribing the teachers' utterances, assisted by an audio recording device and a data inventory format. Data analysis combined theory of directive speech acts, politeness strategy theory components, carried out through three stages: (1) data reduction, (2) data display, and (3) conclusion drawing. The findings reveal three conclusions. First, the directive speech acts of Indonesian language teachers at Special Education Schools in Padang City were identified in five forms: commanding (44 data), challenging (23 data), suggesting (14 data), requesting (15 data), and advising (13 data), with commanding as the most dominant form. Second, teachers used only three of the five politeness strategies proposed, namely bald-on-record with positive politeness (52 data), bald-on-record without redress (44 data), and bald-on-record with negative politeness (13 data), with positive-politeness bald-on-record being the most frequently used strategy. opening, core, and closing stages of the lesson.

A. INTRODUCTION

Language is a communication tool that plays a huge role in human life. Through language, people can directly convey information like thoughts, ideas, intentions, feelings, and even emotions. In the educational context, language becomes the main vehicle teachers use to deliver lesson material, give instructions, and build interaction with students. Gawen, as cited Nurhamida & Tressyalina (2019:21) states that language is a kind of technological construct designed to tap into the mind, one that gathers, processes, spreads, and passes on knowledge. That's why a teacher's ability to use language precisely, clearly, and effectively is such a critical factor in the success of the whole educational process.

One form of language use in the learning context is directive speech acts. Searle (1969:23) explains that directive speech acts are utterances intended to get the listener to do something, like ordering, requesting, suggesting, advising, and challenging. Yule (2016:93) adds that directive speech acts are used by speakers to expect the other person to carry out some action. Along those same lines, Anani & Tressyalina (2023:128) emphasize that directive speech acts are utterances produced by a speaker to get the listener to carry out an action in line with what was said, essentially asking someone to do something without being overly explicit about it. Jefiza & Tressyalina (2023:130) explain further that directive speech acts in classroom learning are a reflection of the teacher's effort to encourage students to take action, which means that choosing the right kinds and a good variety of directive speech acts helps create a more conducive and interactive learning atmosphere. Miona & Tressyalina (2024:55) also point out that teachers who have a solid grasp of appropriate speech acts will find it much easier to get their message across, so that students can respond as expected. On the flip side, when directive speech acts are used in a way that doesn't quite fit the context, it can throw students off and lead to responses that miss the learning objectives. Zuara et al (2026:213) suggest that in Indonesian language learning, teachers use directive speech acts along with speaking strategies to guide, control, and build effective interaction in the classroom. This means that a solid understanding of both aspects is important for teachers if they want to create optimal learning communication. During the teaching process, teachers often rely on directive speech acts to steer and manage student behavior, so that the whole teaching and learning activities can run smoothly and hit the intended goals.

Using directive speech acts gets even more complex when it's applied in the context of special needs schools, or SLB. Special needs schools are educational institutions that provide services for students with special needs, whether those are physical, intellectual, social, or emotional limitations. Pramatha (2015:68) points out that SLB is an educational environment made up of various components that work together to achieve educational goals, with student learning as the main focus. In these schools, the diverse characteristics of the students demand that teachers have adaptive communication skills and remain sensitive to each student's individual needs.

This study focuses on teachers' directive speech acts in classrooms with Down Syndrome students, who generally face challenges in language ability, whether in pronunciation, comprehension, or sentence structure. Damayati & Yulianto (2022:313) note that this condition makes their communication process different from that of typically developing children. Because of this, SLB teachers have to tailor every utterance to match the students' level of understanding, which means that the use of directive speech acts becomes more dominant and more varied compared to regular classrooms. In this regard, speaking strategies are just as important. Elpandy & Tressyalina (2026:263) explain that the speaking strategies teachers use play a major role in creating a conducive classroom atmosphere and supporting the effective delivery of material, since the way teachers phrase their utterances, whether bluntly or with some softening, will influence how students respond and how engaged they are in the learning process.

Based on initial observations at SLB YPPLB, SLB Work Shop, and SLB Kasih Umami in Padang, it was found that teachers tend to use simple, short, and repetitive Indonesian directive speech acts when interacting with Down Syndrome students. Teachers choose concrete, easy-to-understand vocabulary, often accompanied by word repetition, intonation emphasis, and supportive gestures or body language so that the intended meaning can be grasped by the students. This language simplification strategy is considered important for helping the learning process run smoothly and supporting the achievement of learning objectives, given the limited language abilities of Down Syndrome students. This phenomenon makes the adaptation of Indonesian directive speech acts an interesting subject for further study, especially in relation to the forms of speaking strategies used by teachers in special needs schools.

An example of a directive speech act that occurred at SLB Work Shop was an utterance like, "*Rani, please get that chair over there, okay?*" That utterance is a directive speech act of ordering, because the teacher is asking the student to grab a chair from the back. The word "*please*" in the teacher's utterance indicates a request. Teachers really need to understand how to choose the right words when speaking to children with special needs so that the child can actually grasp what they mean.

Several previous studies have examined teachers' directive speech acts in special needs schools. Noveradia et al. (2025) found six types of directive speech acts used in instruction at SLBN 5 Bengkulu City, with questioning acts being the most dominant. Oktaviarty et al. (2024) showed that directive speech acts were used dominantly by teachers at SLB Tunas Kasih Surabaya. Ardianto (2016) found that teachers' directive speech acts in classrooms with deaf students took three main forms: declarative, interrogative, and imperative. What sets this study apart from those earlier ones is its novelty in terms of the specific context, which is the classroom setting for Down Syndrome students who have very particular characteristics and communication needs.

Studies on speech acts in authentic contexts have also received serious attention in technology-based pragmatics research. Tressyalina et al (2026) developed a

pragmatic application capable of analyzing speech acts, covering locutionary, illocutionary, and perlocutionary acts as well as conversational strategies in authentic Indonesian texts and videos, including Grice's conversational maxims (quantity, quality, relevance, and manner) and Leech's principles. Their research showed that context-based pragmatic analysis has high pedagogical value in developing communication skills because it allows researchers to identify implicit meanings, speaker strategies, and mismatches between verbal utterances and nonverbal behavior more carefully and systematically. This aligns with the interests of the present study in examining how teachers apply directive speech acts contextually in Down Syndrome classrooms at special needs schools.

B. METHOD

This study uses a qualitative approach with a descriptive analysis method to describe the forms of directive speech acts used by Indonesian language teachers in classrooms with Down Syndrome students across three special needs schools in Padang.

1) Data Sources

The data sources in this study are three female teachers who teach Indonesian language subjects in Down Syndrome classrooms at three special needs schools: YPPLB, SLB Workshop, and SLB Kasih Ummi.

2) Data Collection Techniques

The data collection technique used in this study is the non-participatory observation method. Mahsun (2005:93) defines this technique as one where the researcher acts as an observer of language use by the informants. First, observation: the researcher sits in the classroom during the learning process without getting involved in the teaching activities, to directly observe the interaction between teachers and Down Syndrome students. Second, recording: recording all the teachers' utterances throughout the learning activities.

3) Data Analysis Techniques

The data analysis technique used in this study follows Meles & Huberman (1992:15–20), which covers three main stages: data reduction, data display, and drawing conclusions.

The first step is data reduction. In this stage, the researcher summarizes and simplifies the collected data by identifying and analyzing the directive speech acts used by Indonesian language teachers across three special education schools. Specifically, the analysis looks at commands, requests, suggestions, advice, and challenges used during lessons with Down syndrome students. Additionally, the researcher analyzes the teachers' politeness strategies using Brown and Levinson's (1987) framework, which covers bald on-record, positive politeness, negative politeness, off-record, and withholding the face-threatening act. The second step is data display. The reduced data is then organized and presented in classification tables. These tables make it easier to group the directive speech acts and politeness strategies used by teachers across the

three different schools. The final step is conclusion drawing. In this stage, the researcher interprets the displayed data by focusing on the situational context of the utterances. The analysis of the teachers' directive speech acts is then aligned with the theoretical framework discussed earlier.

C. RESULT AND DISCUSSION

RESULT

Based on data obtained from recordings of Indonesian language teachers' utterances at three special education schools in Padang City, namely YPPLB, SLB Workshop, and SLB Kasih Umami, various forms of directive speech acts were found in the learning process for Down syndrome classrooms. The data analysis revealed five types of directive speech acts according to Searle (1969) commanding, requesting, suggesting, advising, and challenging. Teachers used each of these directive speech acts with varying politeness strategies, including bald on-record, positive politeness, and negative politeness. The following section presents the analysis results for each type of directive speech act.

1. Directive Speech Acts of Commanding

This type of speech act was the most dominant one found in the learning process across the three special needs schools that served as research locations. This is in line with Elmita et al. (2013:143), who state that the directive speech act of commanding is performed by a speaker to get the listener to carry out something that the speaker has instructed. In the context of teaching Down Syndrome students, teachers tend to use commanding utterances that are direct, concrete, and accompanied by body gestures so that the message can be understood by the students. The following are the data on directive speech acts of commanding found at the three schools.

- a) The first data set from SLB YPPLB, with the code TGS1-02, shows the teacher's statement: "Good, now everyone sit up straight, hands on the table, and look at me." The teacher delivered this statement at the beginning of the lesson to help students focus. The teacher used clear and concrete direct imperatives, in line with the characteristics of students with Down syndrome, who require brief and straightforward instructions. The BTTB strategy was used because the teacher is in a position of higher authority than the students, so there is no need for small talk when giving commands.
- b) The second dataset from the SLB Workshop, with the code TGS2-04, contains the following utterance: "Wow, this is exciting! Today we're going to learn about our own body parts. Everyone, try touching your own heads!" Through this utterance, the teacher introduces the lesson topic using a method that directly involves the students' bodies. The use of the word "try" and simple imperative sentences reflects how the teacher adapts her speech to make it easy to understand. The choice of concrete, immediately actionable instructions demonstrates the teacher's understanding of the communication needs of

students with Down syndrome. This aligns with Damayati & Yulianto (2022:313), who state that teachers often use basic language because complex language is difficult for children with special needs to understand.

- c) The third data set from SLB Kasih Ummi, with the code TGS3-o6, shows the following utterance: “Now, try writing the letter ‘A’ in your notebooks. Look at the example on the blackboard!” This utterance is a command accompanied by a visual reference in the form of an example on the blackboard. The use of the particle “now” as an attention-grabbing cue before the command reflects the teacher’s effort to ensure the students’ attention is focused before the instruction is given. The BTTB strategy used in these three command data points indicates that teachers at special education schools tend to convey commands directly without euphemisms, given that students with Down syndrome require clarity and certainty in every instruction they receive.

2. Directive Speech Act of Requesting

The directive speech act of requesting was found in all three schools that served as the research locations. Elmita et al (2013:142) explain that the speech act of requesting is a polite way of asking someone to do something, typically marked by polite markers like “mohon” (please), “tolong” (please help), and “harap” (please kindly). In the context of teaching at special needs schools, teachers use this speech act to ask for students’ help or participation in a polite and non-pushy manner.

- a) The first data sample comes from SLB YPPLB with the data code TGS1-o9, specifically the utterance: “Now, children, please take your crayons out of your boxes, then pick up a red crayon and place it on the table!” The word “please”, used explicitly in this utterance, positions the students as respected conversational partners. Although the teacher holds higher authority, the use of the word “please” creates a positive classroom atmosphere and fosters a sense of self-confidence in the students. The use of the BTDKP (Speaking Frankly with Positive Politeness) strategy indicates that the teacher is striving to build an emotional connection with the students within the learning context.
- b) The second data set from the SLB Workshop, with the code TGS2-13, contains the following utterance: “Wow, that’s perfect, Ms. Mida. Please, kids, try practicing pointing to your body parts and saying their names at home tomorrow. Ask your parents to help you practice, okay!” This utterance was delivered toward the end of the lesson to reinforce independent learning. The teacher used the word “please” to soften the request for students to practice at home. The BTDKN strategy (Speaking Frankly with Polite Negation) is evident in the way the teacher does not directly command but rather asks politely, so that students still have a choice.
- c) The third data point from SLB Kasih Ummi, with the code TGS3-10, contains the following utterance: “Please hold your books up so the teacher can see your writing.” The use of the word “please” in this request, though simple,

demonstrates the teacher's polite language. The BTDKN strategy was used because this request is direct yet maintains a polite social distance. Overall, the requests found in all three schools reflect the teachers' efforts to create a safe and comfortable learning environment for students with Down syndrome, in line with the principles of inclusive education that respect the dignity and independence of every student.

3. Directive Speech Act of Suggesting

The directive speech act of suggesting is a type of speech act that teachers use to give input or alternative ways of learning to students without being pushy. According to Elmita et al (2013:142) the speech act of suggesting is typically marked by words like "hendaknya" (should), "usahakan" (try to), "lebih baik" (better to), or "seharusnya" (ought to). In the context of special needs schools, teachers use this speech act to guide Down Syndrome students in finding more effective ways of approaching learning activities without making them feel pressured or wrong.

- a) The first data entry from SLB YPPLB, with the code TGS1-12, contains the following utterance: "Pay attention when you're coloring. I suggest you start at the edges of the picture first, then fill in the center. That way, the result will be neat, and you won't skip around!" The phrase "I suggest" explicitly identifies this utterance as a suggestion, not a command. The teacher provides a reason why this suggestion is important, namely, to ensure a neater coloring result. Providing this reason demonstrates that the teacher is not only instructing but also educating students to understand the logic behind each activity, which is crucial for the development of cognitive skills in students with Down Syndrome.
- b) The second data set from the SLB Workshop, with the code TGS2-21, contains the following utterance: "If you want to remember this more easily, Ms. Mida suggests using your index finger to point at the fruit while saying its name. Try it!" The advice given by the teacher here is both technical and strategic, specifically, a learning technique that involves kinesthetic modality. The use of this multisensory strategy is highly relevant to the learning characteristics of students with Down syndrome, who absorb information better through direct experience. The word "Try it!" at the end of the utterance encourages the students to put the suggestion into practice immediately.
- c) The third data set from SLB Kasih Ummi, coded TGS3-07, contains the following utterance: "That's good, Aldi, but try not to grip the pencil too tightly. Like this. (demonstrates)" This utterance is interesting because the teacher first offered praise, "that's good", before offering advice. This praise-suggestion pattern is an effective pedagogical strategy for maintaining student motivation while correcting inappropriate methods. The teacher also accompanied the suggestion with a live demonstration, helping students with Down syndrome, who learn better through visual and kinesthetic examples, to understand. All three

suggested data points use positive politeness strategies, reflecting the teachers' efforts to build students' positive awareness toward the learning process.

4. Directive Speech Act of Advising

The directive speech act of advising is a type of speech act that functions to provide moral guidance or advice on attitudes and behaviors that students should adopt. Unlike suggesting, which is more technical in nature, advising is more oriented toward character building and student awareness. In the context of special needs schools with Down Syndrome students, the advice teachers give is not only related to lesson material but also covers aspects of daily life, social attitudes, and positive habits.

- a) The first data set from SLB YPPLB, with the code TGS1-01, contains the following utterance: "Oh, Anan, haven't you had breakfast yet? It's okay, sweetie. Later, when you get home from school, ask Mom or Dad to make you something to eat, okay? It's important for Anan's body to stay strong and healthy." This advice is personal and empathetic, delivered in a loving tone reflected in the use of the word "sweetheart". The teacher not only offers advice but also provides a concrete solution, asking the parents for help. This empathetic approach is particularly well-suited for students with Down syndrome who require emotional support in the learning process.
- b) The second data set from SLB Workshop, coded TGS2-18, contains the utterance: "That's correct, Aini, those are bananas and grapes. But remember, if you want to answer, raise your hand first instead of just shouting out. It's more polite that way, and Ms. Mida can hear everyone, not just the loudest voice." The teacher gave this advice in the context of teaching classroom communication etiquette. Rather than just reprimanding the student, the teacher explained why this rule is important, emphasizing fairness and politeness. Using a positive politeness strategy shows that the teacher delivered this advice in a way that still values Aini's effort in answering correctly.
- c) The third data set from SLB Kasih Ummi, coded TGS3-05, contains the utterance: "Rina, please be a bit faster, dear. If you're too slow, you won't finish in time." This advice is delivered directly but softened by the affectionate term "dear", which mellows the tone of the utterance. The teacher presents the logical consequence of being slow as a form of motivation rather than a threat. The positive politeness strategy used here reflects the teacher's sensitivity in giving advice without hurting the student's self-esteem. Overall, advising speech acts across the three schools are dominated by positive politeness strategies, reflecting a humanistic pedagogical approach to educating students with Down syndrome.

5. Directive Speech Act of Challenging

The directive speech act of challenging is a type of utterance used to motivate and encourage students to be willing to try, participate, or prove their abilities. In the

context of teaching Down Syndrome students, the speech act of challenging has a strategic function as a driver of intrinsic motivation. Rhetorical questions like “Berani tidak?” (Dare you?) or “Bisa tidak?” (Can you do it?) serve as psychological encouragement that sparks students' enthusiasm for learning.

- a) The first data set from SLB YPPLB, coded TGS1-o8, contains the utterance: “Wow, excellent! Now, I'd like Dito to come to the front and find something red in this classroom. Are you brave enough, Dito?” This question acts as both a challenge and a source of motivation. This pattern is highly effective in encouraging Down syndrome students, who often struggle with self-confidence, to step up in front of the class. The positive politeness strategy used here helps create a fun and positive competitive atmosphere.
- b) The second data set from the SLB Workshop, coded TGS2-o7, contains the following utterance: “Okay, great. Now let's play a guessing game. Ms. Mida will say a word, and you must touch that body part as quickly as possible. Don't lose, try to be the first!” This challenge is presented as a game, making it fun and stress-free. The phrases “don't lose” and “try to be the first” foster a healthy competitive spirit among the students. This gamified approach to learning is highly effective for students with Down syndrome, who learn best in a structured, play-based environment.
- c) The third data set from SLB Kasih Ummi, coded TGS3-o9, contains the following utterance: “Come on, Rina, you can do it, try to prove to the teacher that you can write a nice ‘A!’” This utterance contains a challenge accompanied by the teacher's confidence in the student's ability, namely “you can definitely do it”. This expression of confidence is crucial in building the self-confidence of students with Down syndrome. The word “prove” is the key to the challenge that encourages Rina to try harder. The BTDKP strategy used in these three challenging data points shows that the teacher consistently frames challenges with a positive spirit to avoid placing excessive pressure on students with special needs.

DISCUSSION

The findings of this study show that Indonesian language teachers at SLB YPPLB, SLB Workshop, and SLB Kasih Ummi in Padang used all five types of directive speech acts, namely commanding, requesting, suggesting, advising, and challenging, during the learning process in Down Syndrome classrooms. This finding aligns with the results of Noveradia et al (2025) who found a variety of directive speech act types used in instruction at SLBN 5 Bengkulu City, as well as Oktaviary et al (2024), who showed that directive speech acts are used dominantly by special needs school teachers in teaching activities because they function to direct, control, and ensure that the listener carries out actions in line with the goals of the activity.

Among the five types of directive speech acts found, the directive speech act of commanding was the one that appeared most frequently across all three schools. This dominance of commanding speech acts is closely tied to the characteristics of Down Syndrome students, who need instructions that are clear, direct, and unambiguous. As found by Damayati & Yulianto (2022:313), teachers often use basic utterances because complex or elaborate speech is difficult for Down Syndrome students to grasp. For that reason, simple imperative sentences with concrete action verbs become the teacher's go-to choice for directing students' learning activities.

Regarding speaking strategies, the positive politeness strategy was found to be the most frequently used by teachers across the three schools, especially in requesting, advising, and challenging speech acts. This approach reflects an effective teaching method aimed at building emotional closeness and a sense of security for students with Down syndrome. These findings align with the principles of inclusive education, which emphasize the importance of creating a positive and supportive learning environment for all students, including those with special needs.

Meanwhile, the bald on-record strategy appears more often in commands given at the start or middle of a lesson, when the teacher needs immediate compliance and attention from the students. Ardianto (2016) also found that in special education classrooms, teachers switch between direct and indirect strategies depending on their communication goals and the classroom situation. In certain contexts, using a direct approach helps students with Down syndrome understand instructions right away, avoiding the confusion that comes from overly implicit messages.

The negative politeness strategy, on the other hand, was used much less frequently. It mostly appeared in requesting speech acts, such as when teachers ask for students' help or assign homework. Using this strategy shows that teachers respect the students' autonomy and don't just force their will on them, even though they hold a higher position in the classroom hierarchy. Zuara et al (2026:213) point out that in Indonesian language classes, teachers use directive speech acts and politeness strategies together to guide, manage, and build effective classroom interactions. Because of this, understanding both aspects is crucial for teachers to create optimal classroom communication.

The discourse context in the three schools showed a similar pattern, namely that directive speech acts were used from the beginning to the end of the lesson, starting from the class opening, through the main activity, to the closing. In the opening phase, commands and challenges dominated to attract students' attention and motivate them. In the main activity phase, all five types of directive speech acts appeared alternately according to the needs of the interaction. In the closing phase, advice-giving and request-making speech acts appear more frequently to reinforce learning and prepare for the next lesson. This pattern reflects the teachers' understanding of an effective

learning structure for students with Down syndrome, in which each phase requires a different communication approach.

Overall, the findings of this study indicate that Indonesian language teachers at special needs schools in Padang have solid pragmatic competence in using directive speech acts adaptively according to the needs of Down Syndrome students. Jefiza and Tressyalina (2023:130) emphasize that choosing the right types of directive speech acts and using a good variety of them creates a more conducive and interactive learning atmosphere. The findings of this study reinforce the importance of teachers' pragmatic understanding, particularly their mastery of appropriate directive speech acts and speaking strategies, as a key asset in creating effective learning communication in special needs classrooms.

CONCLUSION

This study concludes that Indonesian language teachers at three special education schools, namely Yayasan Pembina Pendidikan Luar Biasa, SLB Workshop, and SLB Kasih Ummi, use all five types of directive speech acts: commanding, requesting, suggesting, advising, and challenging, in Down syndrome classrooms. Commanding is the most dominant, as these students require short, concrete, and unambiguous instructions. Regarding politeness strategies, teachers rely most on positive politeness, particularly when requesting, advising, and challenging, to build emotional closeness and make students feel secure. On the other hand, the bald on-record strategy is used more frequently for commands that need immediate compliance, while negative politeness is used sparingly. These findings confirm that special education teachers have adaptive pragmatic competence. They can adjust their directive speech acts and politeness strategies to fit the communication needs of students with special needs, creating effective, supportive, and character-building learning interactions. Future research should expand this study to other special needs, such as hearing impairments or autism, and look more deeply into how students respond to teachers' directive speech acts.

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