

THE EFFECTIVENESS OF THE COMMUNICATION PATTERN OF STUDENT DIRECTIVE SPEECH AT SMKN 2 PALU

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Abstract

Penelitian ini bertujuan untuk menganalisis pola dan efektivitas tindak tutur direktif siswa Program Keahlian Desain Komunikasi Visual (DKV) di SMKN 2 Palu dalam konteks promosi karya desain berbasis Teaching Factory. Penelitian ini menggunakan pendekatan campuran (mixed methods) dengan memadukan analisis kualitatif dan kuantitatif. Data dikumpulkan melalui observasi, wawancara, dan perekaman tuturan siswa yang kemudian ditriangulasi untuk menjamin validitas data. Subjek penelitian berjumlah 96 siswa DKV kelas X–XII. Analisis kualitatif dilakukan melalui tahapan pengodean dan kategorisasi tindak tutur direktif, sedangkan analisis kuantitatif digunakan untuk mengukur efektivitas komunikasi berdasarkan model SMCR Berlo dan diuji menggunakan uji chi-square. Hasil penelitian menunjukkan bahwa tindak tutur direktif siswa terdiri atas empat bentuk utama, yaitu mengajak, meminta, menyarankan, dan memerintah. Berdasarkan analisis SMCR, seluruh bentuk tindak tutur berada pada kategori efektif hingga sangat efektif, dengan komponen receiver sebagai unsur paling dominan. Uji chi-square menunjukkan adanya hubungan yang signifikan antara jenis tindak tutur dan tingkat efektivitas komunikasi ($\chi^2 = 23,17$; $p = 0,006$). Secara pragmatik, tindak tutur menyarankan dan mengajak terbukti lebih efektif dibandingkan meminta dan memerintah karena lebih persuasif serta mampu meminimalkan ancaman muka mitra tutur. Selain itu, efektivitas tindak tutur dipengaruhi oleh faktor sosial seperti gender, usia, latar budaya, dan lingkungan sosial. Penelitian ini menegaskan pentingnya penguatan kompetensi pragmatik dan komunikasi persuasif dalam pembelajaran DKV agar siswa tidak hanya unggul secara visual, tetapi juga mampu mempromosikan karya secara profesional dan kontekstual.

Keywords: directive speech, student communication, sociopragmatics, DKV

Abstract

This study aims to analyze the patterns and effectiveness of students' directive speech acts in the Visual Communication Design (VCD) program at SMKN 2 Palu within the context of Teaching Factory-based design promotion. A mixed-methods approach was employed by integrating qualitative and quantitative analyses. Data were collected through observation, interviews, and recordings of students' speech, which were triangulated to ensure data validity. The research participants consisted of 96 VCD students from grades X to XII. Qualitative data were analyzed through coding and categorization of directive speech acts, while quantitative analysis measured communication effectiveness using Berlo's SMCR model and was statistically tested using the chi-square test. The findings reveal four main types of directive speech acts used by students: inviting, requesting, suggesting, and commanding. Based on the SMCR analysis, all types of directive speech acts fall within the effective to very effective category, with the receiver component showing the highest level of effectiveness. The chi-square test indicates a significant relationship between the type of directive speech act and communication effectiveness ($\chi^2 = 23.17$; $p = 0.006$). Pragmatically, suggestive and invitational speech acts are more effective than requesting and commanding because they are more persuasive and reduce face-threatening acts. In addition, social factors such as gender, age, cultural background, and social environment influence students' directive communication pattern. This study highlights the importance of

strengthening pragmatic competence and persuasive communication skills in VCD learning so that students are not only visually competent but also capable of promoting their design works professionally and contextually.

Keywords: directive speech acts, student communication, sociopragmatics, visual communication design.

1. INTRODUCTION

Language is the main means of building social interaction, including in the context of education that requires the effective exchange of ideas, instructions, and goals. In learning practice, language not only functions as a means of conveying information, but also as a medium of social action that influences the responses and behaviors of speech partners (De Pablos-Ortega, 2020). One of the concrete forms of this function is speech acts, especially directive speech acts that are used to direct, request, or invite other parties to perform an action.

In the context of vocational education, the use of directive speech is becoming increasingly relevant because students are required to play an active role as communicators, not just recipients of instructions. This can be seen in Teaching Factory-based learning in the Visual Communication Design (DKV) department, where students are directly involved in the production process as well as the promotion of design works. In this situation, the ability to convey directions, invitations, and offers appropriately is an important part of a student's professional communication competence.

SMK Negeri 2 Palu as a Central Vocational School of Excellence has implemented the Teaching Factory model in the DKV department, which requires students to promote design products to the school environment and the surrounding community. These promotional activities present a complex speech situation because it involves various speech partners with different social backgrounds, such as other students, teachers, education staff, and potential external consumers. Therefore, the use of student directive speech in the context of promotion cannot be separated

from the social and pragmatic dimensions of language.

The concept of speech was first introduced by (Austin, 1962) who differentiated between locution, illocution, and perlocution. In this framework, speech is understood as an action that is carried out through language, not just a series of words. Furthermore, (Searle, 1969) classified the act of illocutional speech into several types, one of which is the act of directive speech. Directive speech is speech that aims to make the speech partner perform a certain action, such as commanding, requesting, inviting, suggesting, or prohibiting. In the context of vocational education, especially in the Department of Visual Communication Design (DKV), directive speech has a strategic role in the promotion of design works. Students not only convey information about products, but also try to influence potential consumers to be interested, understand the value of the product, and finally take action to buy or use design services. Therefore, directive speech in design promotion cannot be separated from the persuasive purpose and the social context in which the speech takes place.

(Brown, 1987) put forward a theory of language politeness based on the concept of *face*, which is the self-image that every individual wants to maintain in social interaction. They distinguish between *positive face* (the desire to be appreciated and accepted) and *the negative face* (the desire not to be limited or forced). Directive speech basically has the potential to threaten *the negative face of the speech partner* because it contains elements of direction or request.

In the context of promoting design work by DKV students, the use of directive speech needs to be balanced with a politeness strategy so that speech does not seem coercive or aggressive. For

example, an invitation to buy a product can be conveyed through a positive politeness strategy by emphasizing togetherness and mutual benefits, or through an indirect strategy to maintain social relationships with the audience. Thus, the theory of politeness becomes an important framework for understanding how students negotiate the goals of promotion and harmony of social relations (Sumarti, 2016).

Sociopragmatics is a study that connects the pragmatic aspects of language with the social context of its use. (Johnson, 2017) emphasized that the meaning of speech is not only determined by linguistic structure, but also by the social, cultural, and *speech community*. Each social group has its own unique norms and communication styles, which influence the way speech is produced and interpreted.

In the context of DKV students, sociopragmatics is a relevant approach to analyze directive speech because promotional activities involve diverse audiences, such as peers, teachers, and potential consumers from outside the school. Differences in social status, age, and interpersonal relationships require adjustment of language strategies. Therefore, sociopragmatic analysis allows researchers to understand how students adjust the form and strategy of directive speech according to the social context of design promotion (Suryandani, 2022).

The SMCR communication model proposed by (Berlo, 1960) views communication as a process that involves four main elements, namely *Source*, *Message*, *Channel*, and *Receiver*. The effectiveness of communication is influenced by the ability of the source to compose the message, choose the right channel, and understand the characteristics of the recipient. In design promotion activities by DKV students, the SMCR model can be used as a framework to assess the effectiveness of directive speech actions. Students as a source of messages must be able to package directive speech in accordance with the objectives of the promotion, use relevant

communication channels (direct oral, presentation, or digital media), and consider the characteristics of the audience. By integrating SMCR and sociopragmatic studies, directive speech analysis focuses not only on the form of language, but also on the success of communication in influencing audience responses (Musyafir, 2015).

The four theoretical foundations complement each other in explaining the use of directive speech actions of DKV students in the context of design promotion. Directive speech describes the types and functions of speech, politeness theory explains social mitigation strategies, sociopragmatic explains the influence of social context, and SMCR model explains the effectiveness of communication as a whole. Thus, this research is based on the *framework of promotional pragmatics*, which is the study of the use of persuasive language in the context of promotion, which is relevant to the demands of professional communication in the field of Visual Communication Design (Sari, 2020).

Based on initial observations, it was found that the oral communication skills of DKV students in promotional activities were still not optimal. The low interest in buying and the limitations of students in conveying design ideas persuasively show that the communication problem does not lie solely in the quality of the product, but in the way students use language to influence the audience. This condition indicates that there is a problem in the use of directive speech that has not fully considered the social context and the purpose of communication.

Although research on speech in promotion has been conducted, studies that specifically examine the directive speech of DKV students in the context of Teaching Factory-based design promotion are still very limited. Until now, there has been no sociopragmatic research that explicitly examines how DKV students use directive speech in design promotion activities at vocational schools, especially in the Teaching

Factory learning environment. This research gap is important to study because the context of vocational education has different communication characteristics from the context of commercial promotion in general.

Therefore, this study focuses on the analysis of directive speech actions of DKV students of SMK Negeri 2 Palu in the promotion of design works with a sociopragmatic approach. This research is expected to provide a deeper understanding of the pattern of students' language use in a socio-professional context and become a theoretical and practical contribution to the development of communication learning in vocational education.

2. METHOD

This study uses a combination approach between quantitative and qualitative (mixed-methods), which aims to provide a more complete and in-depth picture of the directive speech communication patterns of students majoring in Visual Communication Design at SMKN 2 Palu. Qualitative research will be used to analyze the forms and patterns of directive speech used by students in promoting their design results, while quantitative research will be used to measure the effectiveness of directive speech materials in the context of the Merdeka curriculum. With this approach, research can explore problems in more depth (qualitative) and measure the extent to which this material can be accepted and applied (quantitative). This approach makes it possible to obtain in-depth qualitative data on the directive speech patterns used, as well as measure the effectiveness of the material through quantitative data. A quantitative approach is carried out to support qualitative results through measuring the level of effectiveness of communication patterns with a 5-point Likert scale instrument, which is compiled based on communication effectiveness indicators (Us'ariasih, 2024).

Research Locations and Subjects

This research was conducted at SMKN 2 Palu, Indonesia, especially in the Visual Communication Design (DKV) program. This location was chosen because of its status as a Center of Excellence school with a strong emphasis on design production and promotional activities, which aligns with the research's focus on student directive speech in the context of design promotion. Data collection was carried out for three months (August–October 2025), coinciding with active instructional and production-based learning activities. Participants consisted of 96 DKV students in grades X to XII, aged 16–18 years. This research also involved DKV teachers as supporting participants to provide contextual insights on teaching practices related to design promotion and presentation. Participants were selected based on the relevance of their communicative practices to the research objectives.

Data Analysis Flow

Data analysis is carried out through several systematic stages:

First, qualitative data in the form of student speech is analyzed by coding techniques, namely identifying and coding the form of directive speech that appears in the context of promoting design results. Coding is carried out based on the classification of directive speech acts according to their communicative function.

Second, the results of the coding are then categorized to group the forms of directive speech into relevant categories, such as commands, requests, invitations, suggestions, and prohibitions. This stage aims to obtain distribution patterns and tendencies in the use of directive speech actions by students.

Third, each category of directive speech was analyzed for the level of communication effectiveness based on the results of a five-point Likert scale questionnaire. Effectiveness assessment refers to indicators of effective communication which include message clarity,

persuasiveness, contextuality, and audience response.

Fourth, to test the relationship between the form of directive speech and the level of communication effectiveness, the data was analyzed quantitatively using the chi-square test. This test is used to determine whether there is a significant relationship between categorical variables, namely the form of directive speech and the level of communication effectiveness.

The results of the quantitative analysis were then interpreted and combined with qualitative findings to obtain a comprehensive understanding of the pattern and effectiveness of the use of student directive speech.

Data Triangulation

Triangulation in this study was carried out to increase the validity and credibility of the data by combining several data collection techniques, namely observation, interviews, and speech recordings (Siritman, 2020)). The explanation is as follows:

Observation was carried out by directly observing the activities of students majoring in Visual Communication Design at SMKN 2 Palu when presenting and promoting their design results, both in productive learning activities and Teaching Factory activities. This observation aims to capture the context of the use of directive speech actions naturally, including communication situations, counter-speech, and responses that arise.

Interviews were conducted with students and teachers to explore more in-depth information about their reasons, goals, and understanding of the use of directive speech in design promotion activities. Interviews serve as a tool for clarification of observational findings, so that researchers not only rely on what is seen, but also understand the meaning and intention behind the speech used.

Speech recordings are used to authentically document student speech during the promotion

and design presentation process. These recordings are then transcribed and analyzed to more accurately identify the form, type, and pattern of directive speech. Recorded data allows researchers to perform repetitive analysis and avoid memory bias.

Through this triangulation, the observation data was compared with the results of interviews and evidence of speech recordings. If the findings from the three sources show consistency, then the data is considered valid and reliable. Thus, triangulation techniques ensure that the analysis of students' directive speech actions is not one-sided, but is supported by mutually reinforcing data.

3. RESULTS AND DISCUSSION

Based on the results of the research on the directive speech pattern used by DKV students of SMK Negeri 2 Palu, there are four main categories based on data obtained from interviews with students and teachers. Directive speech acts function to influence the actions or responses of the audience to the message conveyed. The four main types of speech patterns found in this study are:

Invite

The act of inviting speech is a form of communication that does not force the audience to take action, but rather invites or invites them to consider an idea or product. Based on the results of the interviews, students like Alif and Fachri more often use subtle invitation patterns in their design presentations. For example, Alif stated, "*This design can make your product more attractive*", which is a form of invitation that is suggestive and not coercive.

Table 1. Invite

A Letter to Students	Inviting Signs	Language Strategy
" <i>Co beli dulu hasil karya</i> "	Co buy or try to buy	Promotions

<i>desain kami ini, lee...".</i>		
<i>Manjo ke tefta lihat torang pe desain!</i>	Manjo or let's go	Promotion + motivation
<i>Jangan ragu pesan desain stiker kami, dijamin keren!</i>	Feel free to order our design	An emotional call + a collective call
<i>Kalau mau buat desain spanduk, nanti tante-tante dikanti pesan dengan torang jo neh.</i>	A message with a friend	Emotional prompting
<i>Dek, nanti kalau mau pesan stiker sama saya saja neh.</i>	Just message me	Instinctive Invitation
<i>Manjo, masuk ke stand pameran kami lihat hasil desain kami pasti keren!.</i>	Mango	Promotions + actions
<i>Silahkan pesan mug kami, nanti kami buat desain yang bagus!</i>	Please book	Promotion + hope
<i>Adek nanti pesan stiker sama saya saja neh?</i>	Message me later.	An emotional call + a collective call
<i>Nanti kalau ada waktu, mari mampir ke stand pameran kami disana ada banyak hasil karya desain kami pak!</i>	Let's stop by our stand	Motivation
<i>Kamu disini yang mo ultah, nanti pesan undangan dengan kami,</i>	Later order shrimp with us	Motivation

nanti kami desain!

Request

The pattern of asking speech is used by students to give more direct instructions. Based on interviews with students, they sometimes use sentences like "Please try this design to see the difference". This speech act serves to ask the audience to perform certain actions without giving a coercive impression.

Table 2. Request

Sentence Asking Students	Request Form	Explanation
<i>Tolong bantu saya untuk merevisi desain ini, saya butuh masukan kamu.</i>	Please	Ask for help by using the word 'help' which indicates a direct request.
<i>Bisa tidak kalau kamu memberikan feedback tentang desain ini?</i>	It can't be	Asking indirectly through questions, giving the listener room to choose.
<i>Minta tolong kirimkan file desain yang sudah final ke email saya, ya.</i>	Ask for help	Request a formal design file with the word 'ask for help'.
<i>Saya butuh bantuan untuk mencari inspirasi desain, bisa berbagi referensi?</i>	Can share	Ask for help looking for design references in a more relaxed way.
<i>Tolong cek warna dan komposisi desain ini, apakah sudah sesuai?</i>	Please	Ask for help to examine design elements, using the word 'please' to refine.

<i>Bolehkah saya meminta waktu sebentar untuk menunjukkan beberapa desain saya?</i>	Can	Ask permission to show the design politely.	<i>Pake desain ini saja, lebih cocok dengan produkmu.</i>	Wear	Encourage recipients to follow suggestions directly
<i>Bisakah kamu bantu saya memilih font yang tepat untuk proyek ini?</i>	Can	Ask for help in choosing design elements (fonts) indirectly.	<i>Mungkin desain ini lebih cocok dipakai karena terlihat lebih profesional.</i>	Possible	Encourage listeners to follow the suggestions given.
<i>Mohon bantu saya untuk memperbaiki layout ini agar lebih rapi.</i>	Please.	Ask for help in a polite way to improve the layout of the design.			
<i>Tolong kirimkan hasil desainnya, saya butuh untuk revisi.</i>	Please	Request design results for revision purposes with the word 'please'.			
<i>So bolehkah kira-kira ini komposisi visual dalam desain yang kamu pesan?</i>	So can it be about	Ask for opinions on the composition of the design in an indirect way.			
<i>Bisa lihat dulu desainku ini, so bagus tidak menurutmu?</i>	You can see it first	Ask for opinions in a more formal way, state the request clearly.			

Suggest

Suggested speech actions are used to provide recommendations without forcing the audience to follow the suggestions. One oft-used example is "This design can improve your product's image." This sentence provides reasons and benefits that can be received by the audience without exerting direct pressure.

Table 3. Suggest

Sentences Suggest Students	Request Form	Explanation
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Rule

Although not commonly used, there are also students who use a commanding speech pattern, especially when they want to convey a clearer and more direct message. For example, Regita states, "Use this design to increase your sales." This pattern is often used in presentations to clients, where communication is more formal and direct.

Table 4. Rule

Speech Rules	Order Form	Explanation
<i>Eh bro, colok dulu itu kabel, biar kita bisa coba alatnya</i>	Plug in	The main command is at the heart of the speech act and is seen directly
<i>Ko upload cepatmi itu laporan, nanti guru marah.</i>	Upload	The subject is not mentioned directly but is clearly addressed to the interlocutor (<i>Ko</i>)
<i>Aktifkan ulang komputermu, ko punya tadi eror.</i>	Reactivate	The subject is not mentioned, but the command is directed directly to the interlocutor

<i>Jangan ko asal sambung kabel, nanti meledak itu travo.</i>	Connect	The word prohibition is clearly seen with the word Don't, to not take action.
<i>Ambil multitesternya di laci, nanti kita ukur arusnya sama-sama</i>	Take	The subject is not mentioned, but the command is directed directly to the interlocutor

C - Channel	<ul style="list-style-type: none"> - Do students use appropriate media (oral, visual, digital)? - Does the media support the understanding of the message? - Does communication occur in two directions (is there interaction)? 	<ul style="list-style-type: none"> - Is communication done verbally, visually, or through design media? - Is the channel effective in TEFA's activities?
R - Receiver	<ul style="list-style-type: none"> - Does the recipient understand the intent of the message? - Did the recipient respond as expected? - Have there been any miscommunications or misunderstandings? 	<ul style="list-style-type: none"> - When you deliver an instruction or invitation, does your friend understand right away? - Did they respond as expected when you uttered the sentence?

Analysis of the Effectiveness of Directive Speech Based on the SMCR Model

Based on the description above, the analysis of the SMCR model can be seen in the table below:

Table 5. Components of the Effectiveness of Berlo's Theory

Component	Observation Focus	Interview Questions
S - Source	<ul style="list-style-type: none"> - Are students confident when delivering messages? - Does the student have sufficient knowledge? - Can students choose words that are appropriate to the context? 	<ul style="list-style-type: none"> - Do you feel confident when you pass on ideas or instructions to friends? - Is the communication style you use contextual?
M - Message	<ul style="list-style-type: none"> - Is the message conveyed clear and structured? - Is there a fit for the content? - Is the language used polite, communicative, and engaging? 	<ul style="list-style-type: none"> - Is the instruction or invitation conveyed clear and unambiguous? - Does the use of local words like <i>Manjo</i>, <i>Jo</i>, etc. reinforce or confuse them?

Table 6. Effectiveness Score

Score	Categories	Effectiveness Results
> 4	The message is very clear, instantly understood, the response is according to the goal without a hitch.	Very High
3 - 4	The message is clear, well understood, there are small but not intrusive obstacles.	Height
2 - 3	The message can be understood but is not direct or still ambiguous.	Low
< 2	The message is unclear, the response is inappropriate, or there is a misinterpretation.	Very Low

Table 7. Crosstab Effectiveness (Scores 1–5)

Types of Speech Acts	N	S (Source)	M (Message)	C (Channel)	R (Receiver)
Invitation	10	4.4	4.8	4.2	5.0
Request	7	4.3	4.7	4.0	5.0
Suggestion	2	4.0	5.0	4.0	5.0
Rule	5	4.2	4.6	4.0	5.0

Based on the SMCR crosstab, all types of directive speech actions had an average score in the range of 4–5, indicating a high level of effectiveness. The Receiver (R) component obtains a maximum score (5) on all speech types, which means that the entire message can be received and understood in its entirety by the speech partner.

The Message (M) component also shows very high scores, especially in Invite and Suggest speech. This indicates that the form and content of the student's message are very clear and do not cause ambiguity. Meanwhile, Source (S) and Channel (C) scored 4 on most speeches. This means that even though communication is effective, there are still aspects that can be improved such as intonation, accuracy of media selection, or the social relationship between speakers and speaking partners.

Chi-Square Test Results

Table 8. Chi-Square test results

Test Parameters	Calculation Results
Chi-Square calculation (χ^2)	23,17
Degree of Freedom (df)	9

p-value	0,006
Significance level (α)	0,05
Interpretation	Significant ($p < 0.05$)
Conclusion	There is a relationship between the type of speech and the effectiveness of SMCR communication.

The results of the *Chi-square test* ($\chi^2 = 23.17$; $p = 0.006$) showed that there was a significant relationship between the type of directive speech Communication effectiveness (SMCR) meaning that the effectiveness of communication was influenced by the type of speech, not by chance and the speech of invitation and suggestion tended to be more effective than Asking and Commanding. Score variations are mainly seen in the Channel (C) component, which is the most determining factor in the difference in effectiveness. This finding is in accordance with SMCR Berlo's theory that the effectiveness of communication is influenced by the channel, the clarity of the message, and the compatibility between the speaker and the receiver.

Based on the results of the SMCR assessment and Chi-square statistical analysis, it can be concluded that students' directive speech actions are in the effective to very effective category. The clarity of the message and the ability of the receiver to capture the intent of speech (Receiver) are the most powerful components in determining the effectiveness of communication. However, the Channel component still shows variation, so media selection and messaging still need to be improved. These data show that students' pragmatic abilities have developed both in the context of TEFA, and that their communication patterns are able to achieve the objectives of the ilocus consistently.

Model-Based Effectiveness of Each Type of Speech

Table 9. Model-Based Effectiveness of Each Type of Speech

Types of Speech Acts	Total Data (N)	S (Source)	M (Message)	C (Channel)	R (Receiver)	Average Effectiveness	Categories
Invite	10	4.4	4.8	4.2	5.0	4.6	Very High
Request	7	4.3	4.7	4.0	5.0	4.5	Very High
Suggest	2	4.0	5.0	4.0	5.0	4.5	Very High
Rule	5	4.2	4.6	4.0	5.0	4.4	Height

Based on the results of the analysis using the Chi-Square test, a Chi-Square value of 23.17 with a degree of freedom (df) of 9 and a significance value of $p = 0.006$ which is smaller than the significance level of 0.05. These findings show that there is a significant relationship between the type of speech and the level of communication effectiveness of students. Thus, the difference in effectiveness between the types of speech actions does not occur by chance, but is influenced by specific communication patterns used by students in the context of learning and design promotion.

Social Factors That Affect Communication Patterns of Directive Speech

Gender

Sociopragmatic theory shows that gender is one of the social factors that greatly influences communication patterns. Gender roles in society are often governed by certain cultural norms that influence the way a person speaks or conveys a message. In pragmatic politeness theory, positive politeness and negative politeness will be greatly influenced by inter-gender relations in communication.

Female students often show more empathetic and calming communication patterns in their directive speech, using more subtle lines

of invitation or suggestions such as "Try using this design to suit your product".

Male students, on the other hand, are more likely to use more direct forms of communication, which tend to be more explicit, such as "Use this design alone to increase your sales". In accordance with (Yule, 1996) theory of politeness, the use of softer language by female students indicates a positive politeness strategy, which aims to build social relationships and familiarity. Meanwhile, male students who are more assertive and direct tend to use negative politeness, avoiding threats to their "faces", but still prioritizing clarity of communication.

Age

Age play a role in influencing power relations in communication. Power Relations Theory in Interaction reveals that age is often related to social position and hierarchy. Older students tend to use more assertive or even instructive directive speech, as they may be more confident and have more experience in communicating. Instead, Younger students be more careful in speaking, often using more polite and indirect sentences.

Younger students using more relaxed language, such as in the invitation "Take a look at my design first, so gaga?" Older students are more likely to give direct instructions, such as "Co come here first and see my design, isn't it

good?." According to the theory Grice's Maxim of Relevance, This communication pattern shows Relevance strategy which differ depending on age and experience. Younger students, who may be in lower social positions, will choose a more indirect way of speaking to maintain social connections. Older or more experienced students will choose to be more explicit and direct in communicating their message (Nur, 2010).

Tribe

Tribes and local languages play a very important role in communication patterns at SMK Negeri 2 Palu. Sociolinguistic theory explains that language is an expression of social identity, which reflects social and cultural proximity. In areas such as Palu, regional languages serve as a tool to strengthen social relationships between students, and their use in daily communication can reduce the level of language formalization (Ulfah, 2020).

The use of words such as "manjo" (Kaili language) in an invitation to look at the design, or the word "co" in casual communication, reflects pragmatic politeness based on local social and cultural closeness. This sociopragmatic theory shows that the use of local languages not only reflects students' language skills, but also shows social solidarity among them. According to the Code-Switching theory of (Gumperz, 1982), the use of regional languages in informal interactions strengthens the sense of closeness and emphasizes students' social identity.

Social Environment

The social and social environment also affects students' communication patterns. The theory of Symbolic Interactionism (Blumer, 1969) explains that social identity is formed through interaction with others, and that students' communication patterns are influenced by the social groups to which they belong. Students who are in a more egalitarian or more informal environment, such as peers, will be more likely to use indirect directive speech (subtle invitations or

suggestions) that show politeness and effort to maintain relationships.

One of the students said that the relaxed and interactive learning atmosphere encouraged them to communicate more daringly, both with teachers and classmates.

"I feel comfortable learning in a classroom with a relaxed atmosphere and friendly teachers. I can ask questions and discuss with teachers and friends without fear of making mistakes." (Student 1, interview dated October 10, 2025)

This statement shows that an inclusive learning environment creates a sense of *psychological safety* for students in learning that can support students' courage to participate in verbal interactions. In the context of directive speech, this atmosphere allows students to convey invitations, requests, or suggestions without feeling pressured or afraid of being criticized.

Practical Interpretation

This study shows that the type of directive speech has a direct effect on the level of communication effectiveness, especially in persuasive and collaborative contexts. Speech actions that are realized in the form of professional advice, subtle invitations, and argumentative recommendations have proven to be more effective than direct commands, because they are able to maintain politeness, reduce face-threatening acts, and increase acceptance of speech partners. Therefore, the choice of language strategy needs to be directed at the use of directive speech actions that are persuasive and contextual, especially in design learning and communication situations, so that the message is not only understood, but also received and followed up optimally (Yunidar, 2009).

4. DISCUSSION

This study shows that speech acts *suggest* is the most effective form in the context of promoting DKV students' design works. Pragmatically, this effectiveness is due to the ability of suggestive speech in combining clarity of illocution, persuasiveness, and politeness strategies. Speech suggests not directly coercing speech partners, but still directs to the expected action by including relevant reasons or benefits. Within the framework of Brown and Levinson's politeness theory, suggested speech tends to minimize *face-threatening acts*. Because it provides a space of choice for speech partners. This makes the audience feel socially valued, making them more open to promotional messages. In addition, based on Berlo's SMCR model, speech suggests showing strength in the Message and Receiver components, as the message is conveyed clearly and easily understood, and is received without resistance. Thus, sociopragmatically, the act of suggesting speech is most in line with the purpose of persuasive communication in the context of DKV.

In contrast, *the act of asking* speech shows the lowest level of effectiveness compared to other forms of directives. This is due to the nature of the illocution *of asking* which tends to be ambiguous between the needs of the speaker and the interests of the speaking partner. In the context of promotion, asking speech often does not sufficiently emphasize the value of the product or benefits for the audience, so the persuasive goal becomes less than optimal. Pragmatically, asking speech is more speaker-oriented than receiver-oriented. As a result, even if the speech is polite, promotional messages don't always encourage concrete action from the audience. In the SMCR model, this weakness is mainly seen in the Message component, which has not yet fully attributed demand to the added value of the design product. Therefore, the act of asking is less effective in generating perlocutory

responses in the form of buying interest or decisions to use design services.

The effectiveness of students' directive speech is also influenced by social factors, especially gender, age, and cultural background. Female students tend to use more mitigating and empathetic forms of speech, such as subtle suggestions and invitations, which are in line with positive politeness strategies. In contrast, male students are more likely to use direct and assertive speech, which in some contexts increases the clarity of the message, but has the potential to reduce persuasiveness. Age factors also influence the choice of language strategy. Older students show a tendency to use more direct and confident speech, while younger students choose indirect strategies to maintain social harmony. In addition, the use of local languages and dialects (e.g. *manjo*, *co*) serves as a marker of social closeness and group solidarity. Sociopragmatically, the use of these local elements strengthens the acceptance of the message as long as it is used contextually and does not obscure the meaning of promotion.

This research has important implications for DKV learning, especially in the context of the Independent Curriculum and Teaching Factory. The effectiveness of student communication is not enough to be supported by visual skills alone, but also by pragmatic competence in using speech actions that are in accordance with professional goals. Therefore, DKV learning needs to integrate explicit persuasive communication training, especially the use of suggestive speech in promotional activities, product pitching, and design presentations. This integration can be done through client communication simulation exercises, persuasive language-based presentation assessments, and strengthening pragmatic literacy in productive subjects. Thus, students are not only able to produce quality design works, but also able to communicate the value of their products effectively and in accordance with creative industry standards.

5. CONCLUSION

Based on the entire series of data analysis in the study entitled The Effectiveness of Student Directive Speech Communication Patterns in the Independent Curriculum at SMKN 2 Palu: Sociopragmatic Studies, it can be concluded that several important points are as follows: (1) DKV students have good technical skills in design production, but pragmatic language skills—especially directive speech—have not developed optimally. The Independent Curriculum has provided space for creative projects, but it is not balanced with persuasive communication learning. As a result, there is an imbalance between *product skills* and *communication skills*. This can be seen in interviews, promotional observations, and digital footprints in the form of student Instagram uploads that have minimal responses (likes and orders). These findings show that communication competence is a determining factor for the success of design marketing, and (2) The pattern of student directive speech (invite, ask, suggest, command) has not been used effectively in the context of promotion.

Although this study provides a comprehensive overview of the pattern and effectiveness of DKV students' directive speech in the context of promoting design works, there are several limitations that need to be observed. First, the research context is limited to one school, namely SMKN 2 Palu, so the findings cannot be generalized to all vocational schools or DKV expertise programs with different social and cultural characteristics. Second, the speech data analyzed only came from the school's internal promotion situation (Teaching Factory and learning environment), so it did not represent the dynamics of promotional communication in the external context or the wider creative industry. Third, data collection through observation and recording has the potential to cause *an observer's paradox*, which is a change in students' language behavior due to the awareness that they are being observed or

recorded, which can affect the naturalness of speech.

Based on these findings and limitations, this study recommends several practical steps for the development of DKV learning and students' communication competencies. First, it is necessary to develop a persuasive communication module based on promotional pragmatics that explicitly trains the use of effective directive speech (especially suggestive forms and subtle invitations) in the context of presentation and design marketing. This module can be integrated into productive subjects or Teaching Factory projects.

Second, DKV learning is recommended to be complemented by pitch deck exercises and client pitching simulations, so that students practice not only the visual aspects of design, but also persuasive language strategies, diction selection, and speech adjustments to the audience's characters.

Third, DKV schools and expertise programs can organize promotional pragmatic workshops involving creative industry practitioners and language academics, in order to strengthen students' awareness that the success of design promotion is determined by the synergy between visual quality and the effectiveness of verbal communication. With the implementation of this recommendation, it is hoped that DKV graduates will have professional communication competencies that are more adaptive, persuasive, and in accordance with the needs of the creative industry.

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