Directive Speech Acts in The "Malaka Project" Video Podcast to Improve Student Literacy in The Education Study Program

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ABSTRACT

This research, titled "Directive Speech Acts in the 'Malaka Project' Video Podcast to Enhance Literacy among Students in the Education Study Program," seeks to identify the various types of directive speech acts present in the video podcast content and explore their potential role in promoting student literacy, particularly in the field of education. Employing a descriptive qualitative method with a pragmatic analytical approach, the study draws data from verbal exchanges between Jerome, the podcast host, and Galih, the guest speaker, across selected episodes of the Malaka Project. The findings reveal five categories of directive speech acts: (1) requesting, (2) questioning, (3) commanding, (4) prohibiting, and (5) advising. Each category serves distinct communicative purposes, including eliciting information, guiding the flow of dialogue, fostering discussion, and delivering reflective insights relevant to educational settings. As an audio-visual platform, podcasts offer dynamic communicative features that align well with the learning preferences of contemporary students. By analyzing directive speech acts in this podcast, students develop not only an understanding of the functional aspects of language use but also the ability to think critically, empathize with others, and interpret meaning within context. Therefore, the Malaka Project podcast presents itself as a promising alternative educational tool capable of enhancing students' linguistic, pragmatic, and reflective literacy.Text for abstract, no more than two hundred words.

1. Introduction (Heading 1) (bold, 11 pt) *(one single space, 11pt font)*

Language plays an important role as a means of communication in interaction and is closely related to the human articulatory organs. When individuals produce sounds, utterances or speech organised into sentences, this constitutes linguistic expression. Speech is a component of the linguistic study known as pragmatics and can be conveyed orally or in writing (Ana, 2022). Sari (2015) states that language functions as a means of communication through which individuals exchange information. Several definitions of language highlight the strong relationship between language and communication. Language functions as a tool for conveying information between parties in the communication process (Arifin, 2018; Sari et al., 2021; Kartika et al., 2020).

Using polite language can foster a pleasant atmosphere and provide comfort for both the speaker and the listener (Anggraeni & Utomo, 2021). In the communication process, it is essential that the message conveyed and received has the same meaning. This shared

understanding is strongly influenced by the context in which the utterance is made. Variations in context may lead to differences in the meaning of an utterance. Every utterance has a purpose and function, and can produce specific impacts or effects (Afham & Utomo, 2021). The essence of communication lies in the interaction between the speaker and the interlocutor within a social context, which highlights the role of language as a form of social activity in society (Novitasari, 2016: 85).

Oral communication is one of the most essential forms of human interaction. Language plays a central role in the communication process, delivering messages and information. Sinaga and Handayani (2020) explain that communication occurs when a speaker conveys a message to a listener. It is important for the speaker to ensure that the message is understood by the listener, enabling effective interaction (Musthofa & Utomo, 2021). The linguistic activity manifested through communication is referred to as a speech act. An important component of language studies is speech act theory, which emphasizes the function or intention behind utterances conveyed from speaker to listener. Speech acts are divided into several types, one of which is directive speech acts. These are statements designed to prompt the listener to perform an action in accordance with the speaker's intent, such as commands, requests, advice or suggestions.

Speech acts are typically categorised as locutionary, illocutionary or perlocutionary (Septiana et al., 2020). These refer to the actions and utterances performed by the speaker during communication. Speech acts are more specifically examined within the field of pragmatics, which is a branch of linguistics that studies language use in real-life contexts (Rustono & Nuryatin, 2015). Locutionary acts involve utterances that convey statements directly and clearly (Adhiguna et al., 2019). Illocutionary acts, by contrast, carry a specific communicative function, highlighting the speaker's intention and meaning (Yule, 2018). Perlocutionary acts, meanwhile, relate to the effects or impacts of the speaker's utterances on the listener's attitudes, emotions or non-verbal actions, whether intentional or not, with the aim of eliciting a particular response (Astri, 2020).

The use of directive speech acts in media such as podcasts is a compelling area of study, given their potential to influence thinking and improve literacy among students. In this context, literacy encompasses not only the ability to decode written text, but also critical thinking, the capacity to process complex information, and the skill to synthesise and connect diverse sources. In the digital age, students are expected to demonstrate broader literacy competencies, including media, information, and digital literacy. With their flexible and engaging format, podcasts offer an effective medium for fostering these literacies while delivering substantive content. Directive speech acts are especially pertinent in pedagogical settings, particularly in teacher–student interactions. Strategically using such acts can influence how students interpret and internalise information, encouraging deeper engagement and a more profound understanding of instructional material. Consequently, directive speech acts are a vital tool for guiding learners to think critically, expand their reading habits and acquire deeper knowledge.

In the digital age, communication technologies have been developed rapidly, with profound transformation being brought to various domains of life, particularly education. One of the most significant shifts is the increasing use of digital media as a learning tool. Podcasts, which are widely recognised as being popular among young audiences, offer a relaxed yet substantive platform for sharing information and engaging in discourse. Their accessibility at any time and in any place highlights a fundamental change in how knowledge is transmitted and received. Traditional classroom-based instruction is increasingly being supplemented by more interactive and dynamic media formats.

In this evolving educational landscape, video podcasts have emerged as a compelling medium, combining audio and visual elements to enhance engagement and accessibility. They commonly feature interviews, panel discussions or thematic explorations that encourage deeper reflection. One example is the widely followed Malaka Project podcast, which is popular among students. It frequently addresses issues related to education, culture

and society, featuring insightful conversations with experts in the field. The success of such initiatives highlights the growing relevance of mediated learning and its potential to foster critical awareness and interdisciplinary literacy among learners.

As a form of digital media, podcasts consist of curated audio or video content (Kusuma, 2020, p. 20). Advancements in communication technology have enabled them to diversify into various formats, including dialogue, talk shows, dramatic performances and monologues. This evolution has indirectly contributed to the growing public interest in podcasts. In educational contexts, podcasts are increasingly recognised as effective learning tools. Their versatility in content delivery, compatibility with simple, accessible digital devices and flexibility for multitasking make them particularly appealing (Laila, 2021). Furthermore, podcasts offer distinct advantages through their conceptual diversity and ability to provide listeners with relevant information and knowledge (Ummah et al., 2020). Consequently, integrating podcasts into educational settings has the potential to enhance language proficiency, promote information acquisition and encourage critical engagement with audio media.

Podcasts have emerged as one of the most widely consumed media formats among young people both globally and in Indonesia due to their active engagement with internet-based communication technologies (Martianto & Toni, 2021, p. 14). Content creators and influencers are increasingly adopting podcast-style formats, often inspired by traditional radio programmes, to facilitate relaxed and engaging discussions (Maharani & Sari, 2023, p. 148). This approach strongly resonates with audiences who value the accessibility and informality of podcast content.

Podcasts can be categorised into three formats: (1) audio-only, (2) audio-visual, and (3) enhanced, incorporating slides or images (Norhayati & Jayanti, 2020). Akifah et al. (2023, p. 21) also identify three structural types of podcast: interview podcasts featuring guest dialogues, solo podcasts led by a single host, and multi-host podcasts involving conversational exchanges among multiple speakers. This typological diversity enables podcasts to fulfil various communicative and educational functions, thereby contributing to their widespread appeal in contemporary media consumption.

The Malaka Project is one of the most popular podcasts among students, particularly those studying Education. Addressing themes in education, culture and social issues relevant to academic discourse, the podcast features speakers who use different types of speech to convey messages, encourage interaction and stimulate critical thinking. Directive speech acts, such as commands, suggestions, and requests, are particularly prevalent. These acts aim to guide listener behaviour and, within an educational context, encourage student participation, promote deeper engagement and support active learning.

Podcasts are digital audio media that can be accessed via internet platforms and dedicated applications. Unlike analogue radio, podcasts allow users to consume content asynchronously and offer greater control (Klose & Schreiber, 2017). Although video platforms such as YouTube have historically dominated the distribution of digital content (Zellatifanny, 2020), podcasts are gaining popularity, particularly among young people, due to their conversational format and ease of integration into daily routines. Although podcasts in Indonesia have not yet reached the scale or economic impact of YouTube (Rusdi, 2012), they emphasise individual creativity and media literacy as key competencies. Spotify has notably reported Indonesia as its fastest-growing market in Asia, highlighting the increasing influence of podcast media in the region (Triwijanarko in Netti & Irwansyah, 2018, p. 2).

This study explores how directive speech acts in the Malaka Project podcast enhance literacy among Education Study Programme students. Podcasts are an increasingly popular educational medium, offering a flexible and engaging alternative to traditional classroom instruction. They enable independent and interactive learning experiences, creating new opportunities for students to absorb and respond to instructional content. The linguistic

strategies employed in podcasts, particularly directive speech acts, have significant potential to influence how students interpret information, make decisions and act in response to what they hear.

Furthermore, this research addresses the pressing issue of student literacy in the digital era. While many learners have basic reading and writing skills, they often lack the ability to engage with critical and digital literacy. Critical literacy involves the capacity to rigorously evaluate information and interrogate the credibility and relevance of various sources. Digital literacy, meanwhile, encompasses the ability to navigate, manage and utilise digital technologies to access and process information. These competencies are particularly important for education students preparing to become teachers, as they will be responsible for fostering literacy development among future learners in an increasingly digital environment.

Previous studies with the same topic have certainly been conducted, so this study can seek novelty. Ismiarti, Arianti, and Gunawan (2020) conducted a study titled Directive Speech Acts in the Film Keluarga Cemara by Director Yandy Laurens and Their Implications for Education. The research by Utomo, Farkhatunnisa, and Fitriyani (2023) with the title Assertive and Directive Speech Acts in the Novel "Tak Putus Dirundung Malang" by S. Takdir Alisjahbana produced assertive and directive speech acts. Oktapiantama, Al-Fahad, and Utomo (2023) conducted a study titled Directive Speech Acts in Horror Content on Sara Wijayanto's YouTube Channel: Diary Mystery Sara (DMS). Directive speech acts were also studied by Setiawan, Wardiani, and Sari (2022) in their research titled "Analysis of Directive Speech Acts in the Tonight Show Talkshow in March 2021." Darong and Neldis (2023) conducted research titled "Investigating Illocutionary Acts in Video Podcasts and Its Pedagogical Implications in EFL Teaching." Then, in the YouTube realm, research conducted by Fatihah & Utomo (2020) titled Analysis of Perlocutionary Speech Acts in the President's Press Conference on Covid-19 on the CNN Indonesia YouTube Channel produced 13 perlocutionary speech acts. Haikal (2023) in his research discussing the Utilization of Deddy Corbuzier's Podcast in Teaching Argumentative Writing to 10th Grade Students at Riyadlul Janah Islamic Boarding School in Bogor for the 2023/2024 Academic Year. Research by Wita and Ngusman (2022) discussing Expressive Speech Acts in Students' Language Use During Indonesian Language Learning. Furthermore, Novita et al. (2022) discussed illocutionary speech acts in the JK-W and ND-M podcasts on YouTube and their benefits as pragmatic teaching materials in higher education. Another study conducted by Giatri et al. (2023) discussed illocutionary speech acts in YouTube content: Channel Analysis and Its Utilization as Teaching Material for Persuasive Texts in Grade VIII Junior High School. Utomo (2021) discusses representative language actions in a video titled "Learning Methods Using the Pomodoro Technique" on the YouTube channel Hujan Tanda Tanya. Fitriah and Fitriani (2017) examine speech acts in the literary work "Marwah di Ujung Bara" by RH Fitriadi. Next, there is Bawamenewi (2020), who examined a pragmatic study of Nias language use. Faradila (2020) studied the illocutionary aspects of literal direct dialogue from the character Sakakibara Kouichi in the novel Another by Ayatsuji Yukito.

Although various studies have been conducted on directive speech acts and illocutionary acts across different media such as films, novels, YouTube content, and podcasts, there is still a research gap specifically examining directive speech acts in video podcasts using a qualitative descriptive approach that integrates padan analysis as the data analysis method. Previous studies, such as those by Ismiarti, Arianti, and Gunawan (2020), Utomo, Farkhatunnisa, and Fitriyani (2023), and Oktapiantama, Al-Fahad, and Utomo (2023), have primarily focused on speech act analysis in films, novels, and YouTube content. This study discusses speech acts from the educational-themed YouTube channel "Malaka Project."

With this background, this study aims to analyze directive speech acts in the "Malaka Project" podcast and explore how these speech acts can influence student literacy. The results of this study are expected to provide a deeper understanding of how digital media,

especially podcasts, can be used as an effective learning tool to improve student literacy in an academic environment.

2. Method

This study takes a descriptive, qualitative approach to identify and analyse the forms of directive speech acts used in the Malaka Project video podcasts. It also evaluates their potential as pedagogical tools to improve literacy among students on Education Study Programmes. Given the narrative and contextual nature of the data, consisting of spoken utterances within the podcast episodes, a qualitative method is appropriate. As a descriptive study, this research will examine the form, function and communicative context of directive speech acts as they emerge in the discourse of the selected video content. The primary data source comprises episodes of the Malaka Project podcast, which are accessible via the YouTube platform.

Data were collected through documentation and non-participatory observation, involving a systematic process comprising the following steps: (1) selecting and downloading relevant episodes; (2) closely listening to verbal interactions within each episode; (3) transcribing utterances by hosts and guest speakers; and (4) identifying and classifying segments exhibiting features of directive speech acts.

This study employs an interactive model consisting of three interrelated stages for data analysis. The first stage is data reduction, which involves selecting and streamlining relevant data by focusing on utterances that exhibit directive speech acts. This stage facilitates the identification of key linguistic features and filters out irrelevant content. Secondly, the findings are organised into structured formats, such as tables or descriptive narratives, based on the type and communicative function of each directive utterance. This step helps to clarify patterns and supports interpretive consistency. The third stage, conclusion drawing, focuses on interpreting the organised data to reveal underlying patterns, contextual meanings and the potential of directive speech acts to enhance student literacy.

3. Results and Discussion

This section will discuss the results of the analysis of directive forms in accordance with the problem. The results of the study are a descriptive analysis of the forms of speech acts in the "Malaka Project" video podcast. The discussion is described as follows.

3.1 Requests

There is one piece of data that falls under the directive speech act of requesting. The speaker asks the interlocutor to do something. The following is the speech act.

Jerome: "Can you introduce yourself first, a brief introduction?"

The utterance has a context where Jerome, as the host, asks Galih to introduce himself. The utterance "Can you introduce yourself first..." is a directive speech act of the request type. This utterance is made so that the interlocutor's educational background is known first. This is done because the interlocutor has an educational background from abroad but chose to become an elementary school teacher. Jerome's utterance "Can you introduce yourself first, a brief introduction?" is a directive speech act in the form of a request that is conveyed politely and indirectly. This utterance demonstrates the effective communication function in the context of a podcast to open the conversation and give the interviewee space to introduce themselves to the audience.

3.2 Questions

There is one piece of data that falls under the category of directive questions. The speaker asks a question so that the interlocutor provides the information needed by the speaker. The following is the dialogue.

Jerome   : "So, you wanted to be a teacher from the beginning?"
Galih   : "From the beginning, I did take elementary school teacher education."

This utterance has the context that the speaker is asking about the decision to become an elementary school teacher. In the quote, "So, you've always wanted to be a teacher (elementary school teacher), right?" The interlocutor provides information that they have been an elementary school teacher since the beginning. The speaker asks the question to initiate the conversation and enter the topic of discussion. The dialogue between Jerome and Galih demonstrates an example of a directive speech act that functions effectively in interpersonal communication. Jerome's question, "So you've always wanted to be a teacher?" is a directive speech act in the form of a clarifying request for information, intended to explore Galih's career background while showing interest in his life choices. Galih's straightforward response, "From the beginning, I did pursue elementary school teacher education," not only fulfills the informative function as a direct answer to Jerome's request but also contains elements of confirmation and reinforcement of his educational commitment. This interaction contextually creates a cooperative conversation dynamic, where the directive utterance serves as a trigger for information exchange and builds familiarity between the two parties, while also reflecting the effectiveness of using directive speech acts in creating meaningful and constructive dialogue.

Jerome: "Why elementary school? Why is that so interesting? Why not junior high school or high school or university?"

The context of the utterance is that the speaker is asking the interlocutor about the decision to teach at an elementary school. The utterance "why elementary school?..." is a question sentence, so it is classified as a question speech act. The speaker asks the interlocutor why they chose to teach at an elementary school because the interlocutor has a master's degree from abroad. By repeatedly using the word "why," Jerome not only seeks an explanation but also expresses their deep curiosity, which can create a more interactive and reflective discussion atmosphere. This speech reflects Jerome's effort to understand Galih's perspective and encourage him to explain the motivation and interest behind his choice, thereby strengthening the communication relationship. In addition, the questions asked can also trigger Galih to reflect on and articulate his views on education.

Jerome: "So why are you an elementary school teacher? Did your parents support you, or did you decide on your own?"
Galih: "This is funny, it's kind of a plot twist."

The context of this utterance is almost the same as the previous data, which asked about the interlocutor's decision to become an elementary school teacher. The word which in this utterance is a word that refers to a question. The interlocutor responds and provides information to the speaker's question, so this utterance is classified as a directive question. Jerome not only asks for information, but also creates space for Galih to reflect and explain the background of his choice, which can enrich their conversation. Galih's response, "This is funny, it's kind of a plot twist," shows that he finds the question interesting and may indicate that there is an unexpected story or reason behind his choice. This adds a dimension of humor and familiarity to their interaction and shows that Galih is ready to share a deeper story, thereby strengthening the communication between the two.

Galih: "Your parents didn't force you, but gave you solutions, alternative perspectives to help you like math?"

This utterance is classified as a question because the speaker uses an interrogative intonation. The context conveyed is that the speaker is seeking information about the interlocutor's choice in liking mathematics. The question asked by the speaker prompts the interlocutor to provide the information needed by the speaker. By mentioning that he

learned about environmental conservation since elementary school, Jerome emphasizes the importance of environmental awareness and social responsibility, while also showing that he has a deep understanding of the issue. This statement can also be seen as an effort to educate his interlocutor about responsible behavior, thereby creating collective awareness of the importance of maintaining environmental cleanliness. Thus, Jerome's directive speech act not only serves to give instructions but also to convey a broader moral message about the need to protect the environment.

3.3 Command

There is one piece of data that falls under the directive command speech act. The speaker makes a statement that means to command. Here is the utterance.

Jerome : "Just throw it in the river! I learned in elementary school to protect the environment and not litter."

The context conveyed in the utterance is when the speaker is ordered by a woman to litter. The command sentence in the utterance uses a commanding intonation, indicating a desire for the person being commanded to take action. Therefore, the utterance is classified as a directive command speech act. This speech act reflects Jerome's effort to educate and remind his interlocutor about social responsibility in maintaining cleanliness and environmental sustainability. In addition, this statement also shows that Jerome feels he has the moral authority to speak on this issue, which can reinforce the message he wants to convey. Thus, this directive speech act not only functions as an instruction but also as a reminder of the importance of environmental awareness that has been instilled from an early age.

3.4 Prohibition

There is one piece of data that falls under the directive speech act of prohibition. The speaker makes a statement that has a prohibitive meaning or gives a prohibition. Here is the utterance.

Galih: "So, what I do in class is not like suddenly saying, 'Okay, let's learn math, multiplication...'"

This utterance is a prohibitive directive utterance. The word "not" in the quote indicates a prohibition against teaching math in a conventional manner. In this utterance, Galih conveys how teachers should make lessons interesting for students, especially math lessons. This statement reflects his commitment to more effective and focused teaching methods and shows that he has a clear view of how the learning process should take place. Thus, even though there are no explicit prohibitive words, this speech contains a strong meaning about the importance of a better approach to education.

Jerome: "Don't be too strict, don't be too friendly!"

The statement "Don't be too strict, don't be too friendly!" is a directive statement of prohibition. The statement in the quote is a prohibition because it contains the word "don't," which means that teachers should not be too strict or too close to students. By using the word "can't," Jerome emphasizes that there are boundaries that must be adhered to in the approach taken, reflecting an understanding of the importance of balance in social interactions, especially in the context of education or teaching. This speech act shows that Jerome has a clear view of how an educator should behave, namely by maintaining a proportional attitude in order to create a conducive atmosphere for learning.

3.5 Advising

There is one piece of data that falls under the directive speech act of advising. The speaker makes a statement that is meaningful as advice. Here is the speech act.

Galih: "Whatever the policy is, whatever the curriculum is, if the person delivering it in the classroom does not understand how to interpret it, it will be useless. If the person delivering it is a teacher."

Jerome: "Yes, a teacher."

This quote is an example of a directive act of advising. This is stated in Galih's utterance that whatever policy is given, if the implementer, namely the teacher, is unable to convey it well to the students, it will not be successful. Therefore, teachers must be able to convey information to students well. By stating that "if the person delivering it is a teacher," Galih reminds Jerome of the central role of teachers in the educational process, while emphasizing the responsibility borne by educators. This speech act serves as advice that encourages awareness of the importance of teachers' competence and understanding in teaching, thereby improving the overall quality of education. Jerome's response, agreeing with Galih's statement, shows that he accepts and understands the advice, which can strengthen collaboration and mutual understanding between them in the context of education.

4. Conclusion

Based on the analysis of the utterances in the Malaka Project podcast video, five forms of directive speech acts were found to be used by the speaker, namely: requests, questions, commands, prohibitions, and advice. Each form has a different function and context of use, but all of them demonstrate the important role of language in building effective and meaningful communication between speakers and their interlocutors. Requests are used to open conversations politely, such as in efforts to get to know the background of the source. Meanwhile, questions dominate interactions and serve to elicit information, build rapport, and strengthen the dynamics of interactive and reflective dialogue. Imperative and prohibitive speech acts appear in the context of conveying values or views that are educational and shape social awareness, particularly regarding environmental issues and pedagogical approaches. Meanwhile, advisory speech acts reflect a concern for improving the quality of education by emphasizing the importance of teachers' competence in delivering material. Thus, the use of directive speech acts in this podcast not only supports the continuity of lively and communicative dialogue but also serves as a means of constructively conveying values, experiences, and thoughts to listeners.

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