



Teacher's Speech Act Strategies in Mediating Verbal Bullying Conflicts at YPPK Kristus Raja Dok V Bawah Elementary School

Tenri Ugi Irianto & Yunita Ruth Burdam

Universitas Yapis Papua, Jayapura, Indonesia

ABSTRACT

This study specifically describes the forms of directive speech acts and the implementation of politeness strategies by the grade III C teacher at YPPK Kristus Raja Dok V Bawah Elementary School in mediating verbal bullying conflicts. Using a descriptive qualitative approach based on pragmatics, data in the form utterances were collected through the observational method and note-taking technique, and then analyzed using the pragmatic identity method. The results indicated that the teacher produced directive speech acts in the form of commands, prohibitions, and assertive-directive hybrid utterances to demand behavioral changes. These reprimands were implemented through a depersonalized *Bald On-Record* politeness strategy, as well as *positive politeness* and *off-record* strategies during personal mediation sessions. The selection of these linguistic strategies served to mitigate face-threatening acts toward the students. The orchestration of these pragmatic tactics created an effective perlocutionary force; it successfully dismantled the perpetrators' defensive attitudes, prompting reflection and mutual forgiveness.

KEYWORDS

Elementary School;
Politeness;
Teacher's Strategy;
Speech Act;
Verbal Bullying.

ABSTRAK

Penelitian ini secara spesifik mendeskripsikan wujud tindak tutur direktif dan implementasi strategi kesantunan berbahasa oleh guru kelas III C SD YPPK Kristus Raja Dok V Bawah dalam memediasi konflik perundungan verbal. Menggunakan pendekatan kualitatif deskriptif berbasis kajian pragmatik, data berupa tuturan autentik dikumpulkan melalui metode simak dan teknik catat, kemudian dianalisis dengan metode padan pragmatik. Hasil penelitian menunjukkan bahwa guru memproduksi tindak tutur direktif berbentuk perintah, larangan, serta tuturan hibrida asertif-direktif untuk menuntut perubahan perilaku. Teguran tersebut diimplementasikan melalui strategi kesantunan *Bald On-Record* yang terdepersonalisasi pada insiden terbuka, serta kesantunan positif dan *off-record* saat sesi mediasi personal. Pemilihan strategi linguistik ini berfungsi memitigasi tindakan mengancam muka (*face-threatening act*) pada peserta didik. Orkestrasi taktik pragmatik ini menciptakan daya perlokusi yang efektif; berhasil meruntuhkan sikap defensif pelaku untuk berefleksi dan saling memaafkan, sekaligus merestorasi "muka positif" dan rasa aman bagi korban perundungan tanpa menciptakan dendam atau trauma baru.

KATAKUNCI

Kesantunan;
Perundungan Verbal;
Sekolah Dasar;
Strategi Guru;
Tindak Tutur.

Contact

Tenri Ugi Irianto
✉ Email gimutaugust8@gmail.com
🏠 Universitas Yapis Papua, Indonesia

How to cite:

📄 Irianto, T.U., & Burdam, Y.R. (2026). Teacher's Speech Act Strategies in Mediating Verbal Bullying Conflicts at YPPK Kristus Raja Dok V Bawah Elementary School. *Pulchra Lingua: A Journal of Language Study, Literature, & Linguistics* 5(1), 12-25. DOI: 10.58989/plj.v5i1.82



1. Introduction

Law Number 14 of 2005 concerning Teachers and Lecturers, and the Minister of Education and Culture Regulation (Permendikbud) Number 82 of 2015 concerning the Prevention and Countermeasure of Acts of Violence in the Educational Unit Environment emphasize that teachers play a major role as agents of change in shaping the character and morals of students. Challenges arise regarding bullying in schools, including cases where teachers are involved or ignore it. The increasing data on bullying cases indicates the need for comprehensive action. The Teacher Empowerment Program (TEP) has great potential, but its implementation is still limited, requiring increased government efforts. Criticism of teachers involved in bullying highlights the need to revise the teacher supervision and performance assessment system.

Education needs to be programmed systematically so that educational goals can be optimally achieved. An educational program encompasses all well-planned activities involving all aspects that are then implemented in the educational sphere, such as in schools. These educational programs are carried out by the school through the principal as the school leader. In learning and frequently interacting with students, teachers play an important role in the implementation of these educational programs. A teacher is a person who carries out education, both formal and non-formal. Teachers do not merely teach but also educate students so that educational objectives can be realized.

Bullying always involves an imbalance of power, the intent to harm, further threats, and terror. The favorite places for bullies to carry out their actions are areas far from the supervision of parents, teachers, and the surrounding community, although quite a few bullying cases also occur in crowded places (Widiyawati et al., 2023).

From these opinions, it can be concluded that bullying is a form of violence, either physical or psychological, directed at individuals perceived as weaker. This has a negative impact on the victims of bullying, causing children to be afraid of coming to school, falling behind in lessons, or, most dangerously, attempting suicide because they lack the courage to disclose what they are experiencing.

Based on the prospective researcher's observation results during the Field Experience Practice (PPL) at YPPK Kristus Raja Dok V Bawah Elementary School, bullying occurred in almost all classes, albeit with varying intensities. The highest intensity was in class III C, where several students frequently engaged in physical, verbal, and social bullying. The forms of bullying behavior that emerged included physical bullying such as hitting, pushing, kicking, pushing heads, and pinching; verbal bullying such as name-calling and insulting; and social bullying such as alienating the student.

This was reinforced by the results of an interview with the grade III C teacher, stating that bullying behavior in the classroom frequently occurs, such as pushing, kicking, and insulting—for instance, calling peers by their parents' names because they

consider the names funny and suitable for mockery. Consequently, the peers become emotional, leading to verbal altercations and even physical fights. Additionally, some students often hide their friends' belongings, such as bags, books, and water bottles, intending it only as a joke. Unbeknownst to them, this frequently causes misunderstandings that lead to fights in the classroom.

1.1 Teacher's Role in Mitigating School Bullying

Teachers play a crucial role in addressing bullying in schools, and their responses can significantly influence the outcomes of bullying incidents. Effective teacher responses are essential for creating a safe and supportive learning environment.

Teachers can adopt either constructive or punitive approaches to address bullying. Constructive responses focus on teaching prosocial skills and fostering understanding, while punitive responses involve disciplining the bully. Constructive-direct responses, such as correcting the bully and comforting the victim, are often more effective in reducing bullying behaviors (Marshall et al., 2009; Demol et al., 2020).

This problem can be overcome through the active role of the teacher as a counselor by utilizing pragmatic language. Effective communication between teachers and students is essential for successful educational outcomes, and directives play a significant role in this interaction. Directives are speech acts aimed at getting the listener to do something, and their effectiveness depends on various factors, including context, the relationship between the speaker and the listener, and the strategies used.

The teacher's authority and the directness of their directives significantly influence students' responses. In bilingual classrooms, the teacher's position and the authority granted by the students affect how directives are interpreted and followed. Clear and direct instructions tend to be more effective for classroom management and instructional purposes (Rodriguez, 2017; Wulandari, 2024). Politeness norms play an important role in how directives are received. Teachers often use indirect commands to maintain politeness and motivate students, while direct commands are reserved for discipline and academic instruction. Factors such as cultural background, emotional closeness, and classroom dynamics affect the level of politeness and the effectiveness of communication.

Mitigating bullying through directive speech acts involves the strategic use of language to influence behavior and foster a positive environment. Directive speech acts, which include commands, requests, and suggestions, can be used to address bullying by promoting respectful communication and reducing power imbalances. These acts can be adapted to educational settings, where they play a vital role in shaping interactions and preventing bullying. This is a direct form of speech act that can be used to clearly establish rules and boundaries against bullying behavior. For example, teachers can use commands to instruct students to stop harmful behavior immediately,

while prohibitions can be used to outline unacceptable actions and their consequences (Mulyono, 2025).

Teachers can integrate directive speech acts into their pedagogical strategies to instill values such as empathy, respect, and cooperation. This can be achieved through structured activities and discussions that emphasize the importance of positive communication and relationships (Varas et al., 2025).

1.2 Speech Acts & Verbal Bullying

The study of verbal interaction between educators and students, especially in the context of mediation and conflict resolution, cannot be separated from the scientific realm of pragmatics. Two main theoretical pillars that play a crucial role in analyzing this phenomenon are the concept of Speech Acts initiated by John R. Searle and Politeness Strategies developed by Penelope Brown and Stephen C. Levinson. Both provide a sharp analytical framework to understand not only what is spoken by the teacher but also the force or intent behind the utterance and how its delivery affects the psychology of the students.

Searle (1976) classified illocutionary speech acts into several categories, where one of the most dominant in classroom discourse is Directive Speech Acts. Searle defines directive speech acts as utterances intentionally meant by the speaker to get the hearer to perform a certain action. In his publication, Searle (1969) emphasized that the directive category covers a very broad spectrum of utterances, ranging from authoritative commands (commands, orders) and requests, to giving advice or suggestions (advising, suggesting). In the educational hierarchy, teachers inherently possess structural authority, making directive utterances the primary instrument for managing the class and disciplining students. When conflicts such as verbal bullying occur, teachers use directive utterances to stop the dispute, tell students to reflect, or instruct them to forgive each other. However, the blatant and direct use of directive language often risks hurting the students' self-esteem.

This is where Brown and Levinson's (1987) Politeness theory serves as an essential mediating bridge. Brown and Levinson postulate that every individual in social interaction has a "face," which is the public self-image they wish to protect. This face consists of two aspects: negative face (the basic desire to be free from imposition/coercion) and positive face (the desire to be appreciated, approved, and accepted by their group). A directive utterance—such as telling a student to apologize—is essentially a Face-Threatening Act (FTA). Commanding a bully automatically threatens their negative face by restricting their freedom and has a high potential to threaten their positive face if done in front of their peers, causing them to feel humiliated.

To manage this tension, Brown & Levinson (1987) formulated four politeness strategies to mitigate threats to face: (1) Bald on-record (speaking directly, firmly, and

without preamble; often used in emergencies or when the speaker has absolute power); (2) Positive politeness (strategies that show intimacy, emphasize similarity/class inclusion, or use warm terms of address); (3) Negative politeness (strategies that provide respectful distance or give the illusion of options so the student does not feel coerced); and (4) Off-record (speaking implicitly).

For an educator, choosing an acceptable strategy is a manifestation of pedagogical and social competence. A teacher skilled at mediating conflict does not simply issue commands but wraps the directive in precise politeness strategies. For example, instead of damaging a student's face with a bald on-record command ("Don't call out parents' names! Apologize now!"), the teacher softens it with positive politeness ("We are all good friends in this class, let's shake hands first so learning is comfortable again"). Through the combination of Searle and Brown & Levinson's theories, a teacher's utterance is proven to be not merely word transmission, but a measured social action to engineer harmony and restore the academic climate in the school.

Addressing the urgency of verbal intervention in bullying incidents—specifically mocking and provoking using parents' names—in class III C of YPPK Kristus Raja Dok V Bawah Elementary School, this study focuses on the pragmatic analysis of classroom discourse. Therefore, this research specifically aims to uncover the forms of directive speech acts used by educators when mediating such conflicts. Furthermore, this study will dissect how politeness strategies are implemented by teachers when uttering these directive speech acts as an effort to maintain "face" for both the reprimanded perpetrator and the protected victim, so that a conducive classroom climate can be restored without causing new trauma or resentment.

2. Method

This study employs a descriptive qualitative research design with a pragmatic approach. The descriptive qualitative approach was selected because the analyzed data consists of words, phrases, or utterances produced by the teacher, rather than numerical data (Moleong, 2017). Meanwhile, the pragmatic approach was utilized because this study examines the intent of the utterances (speech acts) and politeness strategies, which are highly dependent on the situational context of the classroom when bullying conflicts occur (Yule, 1996).

The data collection method in this study employed the observational method (*metode simak*), followed by a note-taking technique (Mahsun, 2005), wherein the researcher carefully observed the verbal interactions between the educator and the students, and subsequently recorded the utterances containing directive speech acts. Furthermore, the data analysis stage utilized the pragmatic identity method (*metode padan pragmatis*) (Sudaryanto, 2015). The pragmatic identity method is a linguistic

analysis method in which the determining factor lies outside the language itself, namely the interlocutor (the students) and the situational context. The application of this method aligns with the research objective to observe the perlocutionary force, or the students' reactions, to the speech act strategies uttered by the grade III C teacher.

3. Results and Discussion

Based on the results of the observation on April 15, 2024, at 7:30 AM, that day was the first day the researcher conducted research for the first time. Upon arriving at the research location, which is approximately 15 kilometers from the center of Jayapura city, the researcher saw a school where the yard was not too large and the buildings were not too many, but it was arranged very neatly; the front of every classroom was decorated with various types of flowers planted in pots.

At the front of the school, there is a security post and a 2-story building containing classrooms 1 A to 2 C on the bottom floor, and classrooms 5 A to 6 C on the top floor. Behind the 2-story building, there is a 1-story building which contains 1 teacher's room, 1 administration room, 1 school health unit (UKS) room, and 1 school canteen.

Furthermore, the researcher also saw that behind the teacher's room, there is another building occupied by classes 3 A to 4 C. Beside the 1-story building, there are school toilets and school trash bins. The presence of the researcher on the first day at SD YPPK Kristus Raja Dok V Bawah was received very well by the school principal. The researcher was then invited into the principal's office, where the researcher explained the purpose of their arrival at SD YPPK Kristus Raja Dok V Bawah. After listening to a brief explanation from the researcher and reading the research permit provided by the researcher, the school principal responded very positively. They immediately called the grade III C homeroom teacher to their office and conveyed the intent and purpose of the researcher's presence at SD YPPK Kristus Raja Dok V Bawah, while also informing the grade III C homeroom teacher that the researcher would conduct research in that class and would also interview several students and the homeroom teacher.

Just as the school principal had done, the grade III C homeroom teacher also responded positively to the researcher's presence and invited the researcher to conduct research in their classroom. The researcher was then immediately escorted to class III C and introduced directly to the students. Not forgetting, the teacher also conveyed the researcher's intent and purpose in class III C so that the students of class III C would not feel disturbed by the researcher's presence in their class.

After being introduced and permitted to conduct research by the grade III C homeroom teacher in their class, the researcher started the observation. The researcher saw a classroom that was neither too big nor too small but arranged very neatly. Inside the class, there were 4 fans in the corners of the room, making the class cool and comfortable so that the students did not feel hot while studying. Besides the fans, the classroom also contained pictures of independence heroes, a map of Indonesia, a first-aid kit, a water dispenser, and a cupboard. Inside the class, there was also a special prayer table for placing a picture of the Virgin Mary and a cross, positioned right near the classroom entrance. The reason for the existence of this prayer table is that if any student comes late to class and misses the morning prayer, upon arrival, they must pray first before joining the learning activities.

Furthermore, on April 16, 2024, at 7:30 AM, the researcher conducted observations and interviews regarding the teacher's role in addressing bullying behavior among grade III C students at SD YPPK Kristus Raja Dok V Bawah, along with documentation to complete the research data. These interviews were conducted with the homeroom teacher and the students of class III C. After undergoing the data transition process using several methods, ranging from general to specific data, it is presented sequentially based on the research focus. Based on the observation results conducted by the researcher to determine the Teacher's Role in Overcoming Bullying among Grade III C Students at SD YPPK Kristus Raja Dok V Bawah. After the data from the observation regarding the Teacher's Role in Overcoming Bullying among Grade III Students at SD YPPK Kristus Raja Dok V Bawah was revealed as above, the researcher obtained data supporting those observation results through interviews. The role of the teacher in overcoming bullying among grade III C students at SD YPPK Kristus Raja Dok V Bawah referred to in this study is the teacher as an advisor, the teacher as a guide, and the teacher as an educator. Based on the results of the researcher's interview on Monday, April 29, at 10:15 AM with Mrs. Afia Hedian Tanggahma, S.Si., the grade III C teacher stated that as a teacher, the advice given to students regarding this bullying behavior is by providing guidance and input regarding bullying behavior, noting that this action has spread widely in any circle and has become a common thing for anyone. Therefore, the teacher teaches students to be smarter in responding to these problems or bullying behaviors because it is not good and has a bad impact on anyone. The grade III C teacher always provides this kind of guidance to her students before starting the lesson and after the lesson ends.

3.1 Speech Act Strategies in Mediating and Overcoming Verbal Bullying

Within the pragmatic framework, the intervention carried out by the grade III C teacher, Mrs. Afia, is not merely interpreted as a conventional advising process, but as a highly measured series of Speech Acts productions. Based on the analysis of authentic utterances generated during the observation and interview process, it was found that the teacher has a very firm pedagogical stance: bullying behavior is never tolerated or reduced to mere children's "jokes". This firmness of attitude is manifested through the illocutionary force in the directive and assertive utterances spoken by the teacher.

To manage the class, stop conflicts, and rehabilitate the mental state of both victims and perpetrators, the teacher uses various politeness strategies from Brown and Levinson to manage Face-Threatening Acts (FTA). The selection of these strategies is crucial so that the reprimand does not provoke a defensive attitude in the perpetrator, while at the same time being able to restore the victim's self-esteem. Based on utterance data in the field, the teacher's speech act strategies can be classified into the following patterns:

3.2 Direct Directive Speech Acts (Bald On-Record) with De-personalization

In situations of conflict escalation that require immediate intervention (for example, during a verbal altercation or small-scale physical fight), the teacher tends to use the Bald On-Record politeness strategy, or speaking directly and straightforwardly. However, to mitigate the student's embarrassment in front of their peers, the teacher uses a de-personalization tactic (omission of specific subjects). This can be seen in the following utterance data (T refers to teacher):

"All eyes focus on the blackboard; group discussion time is over."-T1

"There must be no fingers pointing at a friend's face in anger."-T1

Illocutionarily, according to Searle's perspective, the first utterance is a directive speech act in the form of a command, while the second utterance is a directive speech act in the form of a prohibition. Interestingly, within Brown and Levinson's framework, the teacher does not use direct pointing sentences such as "You, do not point at your friend's face!" which would severely threaten the perpetrator's negative face due to feeling personally attacked. Instead, the teacher uses an indefinite pronoun ("all eyes") and an impersonal passive construction ("there must be no fingers"). This strategy allows the teacher to break the chain of conflict and restore classroom order instantly, without having to expose one specific student's mistake publicly, thereby saving that student's "face".

3.3. Positive Politeness: Expressive Manipulation for Criticism Mitigation

When the teacher must give a reprimand or profound advice to a bullying perpetrator face-to-face (personally), the strategy used shifts to Positive Politeness. This strategy focuses on fulfilling the interlocutor's "positive face," which is the student's need to remain recognized, appreciated, and considered part of a good group. This strategy is highly effective for elementary school-aged children so they do not feel judged as "naughty children". The utterance data representing this strategy is:

"I know you are a great kid, but your actions just now do not reflect that." -T2

In Searle's speech act analysis, this sentence is a hybrid form. The first clause ("I know you are a great kid") is an expressive-assertive speech act that serves to provide praise and validation of the student's existence. This clause is deliberately positioned at the beginning as a "mitigation device". Once the student's positive face is uplifted and their defensive ego is lowered, the teacher then inserts the second clause ("but your actions just now do not reflect that"), which implicitly carries a directive meaning: "Change your behavior to match the predicate of that great kid". Through this strategy, the teacher separates the student's identity from their bad deeds. The teacher asserts that bullying is wrong, but the offending student still has the opportunity to be "great" if they are willing to improve themselves.

3.4. Assertive Speech Acts with Directive Force (Off-Record Strategy)

To instill long-term moral values and dismantle the flawed thinking that mocking is a joke, the teacher uses the Off-Record politeness strategy (speaking indirectly). The teacher produces utterances that are syntactically in the form of factual statements (assertive), but pragmatically carry a directive perlocutionary force (commanding/prohibiting). Consider the following quotes:

"Our hands and words were created to help, not to hurt." -T1

"This school was built for group study, not for creating thug groups."- T2

In the first utterance, the teacher uses the inclusive pronoun "our". According to Brown and Levinson, the use of "our" is a form of positive politeness that minimizes the power distance between the speaker (teacher) and the interlocutor (student). By saying "our hands and words", the teacher places themselves on par with the students under the same moral legal umbrella. This utterance indirectly prohibits students from committing physical bullying (hands) as well as verbal bullying (words).

In the second utterance, the teacher uses sarcasm or a conceptual contrast between the institution of the "school" and "thug groups". This assertive speech act has

a fairly high Face-Threatening Act (FTA) level, but because it is uttered in the form of an institutional metaphor, students are invited to think critically about their position. The teacher's rejection of bullying acts is stated absolutely: a school is not a place to show dominance or power over weaker students.

3.5. Restoration of "Positive Face" and Victim Empowerment

Besides focusing speech acts on the perpetrators, the teacher's role as an advisor is also allocated to recover the psychological trauma of the bullying victims. Victims of verbal and social bullying usually experience severe damage to their "positive face"; they feel alienated, worthless, and terrified. To restore this condition, the teacher utters the following sentences personally:

"Try to imagine if the positions of these chairs were swapped, and you were the one sitting there." – T1

"My office door is always open whenever you need a place to talk."-T2

"Tomorrow morning, walk into this class with your head held high, because you did not do anything wrong."-T1

The first utterance is a directive speech act that forces an empathy swap. The teacher does not tell the perpetrator to apologize mechanically, but instead orders a cognitive shift so that the perpetrator directly feels the destruction of face experienced by the victim.

The second utterance is a commissive speech act (promising something), in which the teacher provides a guarantee of safety and protection. The sentence "My office door is always open" is a metaphor representing a high-level positive politeness strategy; the teacher offers an exclusive safe space for the victim.

The pinnacle of the teacher's pragmatic intervention is seen in the third utterance. The utterance "walk into this class with your head held high" is a directive speech act (a command to be brave), which is justified by the assertive speech act "because you did not do anything wrong". This is the strongest verbal effort in rebuilding the victim's positive face. The teacher deconstructs the guilt often felt by bullying victims (victim-blaming), replacing it with the legitimacy that the victim has the right to be in that class just like the other children.

Overall, the pragmatic analysis of these utterances proves that the teacher does not merely act as a transmitter of academic material. Through the orchestration of directive speech acts wrapped in various Brown and Levinson's politeness strategies, the teacher's utterances transform into effective psychological instruments to

deconstruct the bullying culture, mediate conflicts without creating new trauma, and knit back social cohesion within the class III C room.

3.6 The Role of the Teacher as an Advisor

Additionally, the role of the classroom teacher as an advisor must also provide suggestions and advice to perpetrators after discussing the problem together, such as asking perpetrators not to bully again, asking students involved in bullying to forgive each other, and asking students not to hold grudges. Such advice is given both personally and classically so that the advice can be a learning experience for all students in the class.

Mrs. Afia stated that a teacher is an advisor for students, even for parents, although they have no specific training as advisors and in some ways cannot expect to advise people. Being a teacher at any level means being an advisor and a confidant; the learning activities themselves put them in that position. Students are constantly faced with the need to make decisions, and in the process will run to their teacher. Students will discover on their own and surprisingly, perhaps even blame what they find, and will complain to the teacher as their confidant. The more effectively a teacher handles every problem, the more likely students are to turn to them for advice and confidence.

She stated she creates a warm atmosphere in the classroom by means of icebreaking such as singing or playing games, which is done if they feel a lack of concentration and their learning starts to get boring or saturated. By fostering a harmonious attitude and involving all students to cultivate a sense of family both in the environment and in class. Mrs. Afia also stated she always pays attention to her students who are vulnerable to becoming bullying victims during the learning process; there Mrs. Afia can see that the child is not as usual, they appear gloomier and more silent. Then Mrs. Afia asks their friends first about the victim; once Mrs. Afia knows the problems they are experiencing, she calls the victim and then provides motivation and directions to restore their self-confidence. Mrs. Afia provides an understanding of self-awareness to her students first. Like positioning themselves if they were the bullying victim, then what would happen. With this, it is easier for the teacher to convince that helping fellow friends who need help, especially if what we are helping is right and not wrong, is very good and does not harm ourselves.

Mrs. Afia also added that providing protection to students by responding to problems that occur quickly, staying calm, and assuring the victim that this problem can be resolved well, then I provide motivation to the student so they can be confident and braver in facing every problem.

The results of this interview were reinforced by interviews with students acting as perpetrators with the initials MT and BW, who stated that Mrs. Afia always advises her students about good things, including this bullying behavior. During the learning process in the classroom, Mrs. Afia always tries to create a fun and warm atmosphere, so that a family-like atmosphere exists in the classroom, and if the teaching and learning process starts to get boring, Mrs. Afia immediately invites the students to play games so they do not get bored. Mrs. Afia also always pays attention to and helps her students, both the perpetrators and victims of bullying behavior.

From the results of observations and interviews, it can be concluded that the teacher as an educator is that if there are students who have different intelligence levels from their peers, the teacher will still provide support and motivation that they are also capable like the others, and never discriminates between one student and another, especially if the student has a different intelligence level from their peers.

Furthermore, the teacher always appreciates every good thing, no matter how small, and the teacher always facilitates their students' learning process, never complicating any learning process at all. This is in accordance with the teacher as an educator, where the role of the teacher as an educator has run well according to the needs of their students.

From the opinion above, it can be concluded that the teacher's role in the learning process is very important because the teacher functions as a learning leader who supervises and participates in it. A teacher will be considered successful if they possess pedagogical, professional, personality, and social competencies in the teaching and learning process.

Teachers play an important role in bullying behavior. This is due to the fact that students are more receptive to teachers at school because they are more open. So that students can imitate the behavior we have taught, a competent teacher can provide examples and encourage every student to behave well through polite words and deeds.

4. Conclusion

Based on the results of the pragmatic analysis, it can be concluded that the teacher's speech act strategies in mediating verbal bullying conflicts in grade III C of YPPK Kristus Raja Dok V Bawah Elementary School are implemented through three main aspects. First, the teacher produces directive speech acts in the form of commands, prohibitions, and hybrid utterances (assertive-directive and expressive-directive) to halt the

escalation of conflict and demand behavioral changes from the students. Second, these directive utterances are framed with politeness strategies, specifically depersonalized *Bald On-Record* during open conflict situations, alongside *Positive Politeness* and *Off-Record* (implicit metaphors) during personal mediation sessions, to mitigate threats to the students' "face". Third, the orchestration of these linguistic strategies generates an effective perlocutionary force; psychologically, it successfully dismantles the perpetrators' defensive attitudes, prompting them to reflect and forgive one another, while simultaneously restoring the "positive face" and a sense of security for the victims of bullying.

1. Journals

- Demol, K., Verschueren, K., Salmivalli, C., & Colpin, H. (2020). Perceived Teacher Responses to Bullying Influence Students' Social Cognitions. *Frontiers in Psychology, 11*, 592582. <https://doi.org/10.3389/FPSYG.2020.592582>
- Marshall, M., Varjas, K., Meyers, J., Graybill, E., & Skoczylas, R. B. (2009). Teacher Responses to Bullying: Self-Reports from the Front Line. *Journal of School Violence, 8*(2), 136–158. <https://doi.org/10.1080/15388220802074124>
- Varas, D., Saliman, S., & Widiastuti, A. (2025). Bullying Prevention in Schools Through a Respect-Based CTL Learning Model. *The Innovation of Social Studies Journal, 7*(1), 17. <https://doi.org/10.20527/issj.v7i1.14919>
- Widiyawati, A., Rizal, R., & Asdar, A. (2023). Dampak Bullying Dalam Mempengaruhi Minat Belajar Siswa Kelas IV SDN 21 Sanggalea Kecamatan Turikale Kabupaten Maros. *Jurnal Saraweta, 1*(2), 184-190.
- Wulandari, D. L. (2024). Directive Language And Politeness Norms In High School Teacher–Student Exchanges. *Humanities Research And Development Journal, 12*(3), 12-25.

2. Books

- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage* (Vol. 4). Cambridge university press.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif (Edisi Revisi)*. Bandung: PT Remaja Rosdakarya.

Mahsun. (2005). *Metode Penelitian Bahasa: Tahapan Strategi, Metode, dan Tekniknya*. Jakarta: PT RajaGrafindo Persada.

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

Searle, J. R. (1976). *A classification of illocutionary acts*. *Language in Society*, 5(1), 1-23.

Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Sanata Dharma University Press.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

3. Thesis

Mulyono. (2025). *Pedagogical Directive Speech Acts in Dissertation Supervision at the Doctoral Program of Language and Literature Education, State University of Surabaya, Indonesia: A Pragmasyntactic Study*. <https://doi.org/10.5281/zenodo.15788579>

Rodriguez, A. E. (2017). *Teacher Directives and Learner Response in a Preschool Classroom: a Bilingual Case Study* (Doctoral dissertation, University of Colorado at Boulder).