Assertive and Directive Speech Acts among Preschool Children through Affected Emotions and Behaviors

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Abstract
Communication is very important to all genres of society that require skills to communicate, especially in today's advanced media. Likewise with emotions which refer to a specific feeling and thought, and involve biology and psychology and lead to a tendency to act. Emotions are also basically driven by the power of the mind and can form self-awareness or sanity and the ability to know and understand the relationship between each other through communication. This study was carried out at Sekolah Kebangsaan Saint Michael Entingan to identify the types of speech acts used by preschool children when they interact with teachers and peers in preschool classes. Through communication and various emotions through language acquisition and language development of children at the age of 6 years. The data collected involved video recordings while preschool children were learning, carrying out activities, playing and interacting with teachers and peers. Through observation, interview, questionnaire, document study, before and after intervention methods were used to conduct this study, it was found that preschool children use certain speech acts in communication in the current classroom. Meanwhile, the most frequently used speech acts by preschoolers are assertive speech acts 75% and directive speech acts 25%.The ability to use assertive and directive speech behaviors explains that preschool children can expand their communication language widely, even though they have emotions and behaviors that are stressed in a slow context, they are able to master teaching and learning in depth.
Keywords: Emotion, Learning, Preschoolers, Skills, Speech Acts

Introduction
Language and culture are inherently inseparable because studying language will reveal various symbols that help add color to a community's culture. There are many influences that lead to different abilities to create something to enhance knowledge and understanding among children at the primary school level, especially preschool students. This study aims to examine the diversity of cognitive development levels of the students themselves and refers to the emotional form in receiving knowledge based on the process of "understanding,"

where the students' cognition will reconnect with the concepts learned or the existing knowledge of the students that was delivered by the teacher in previous teaching and learning sessions. For preschool children, their emotions vary, and adults will try to understand and empathize with their feelings. Some parents also allow children to release their emotions and mIt is expected that the behavior displayed is normal. However, clearly, forbidding them from venting will not help solve the problem. Children are often associated with various behaviors, whether active or less active, depending on their mental, physical, or psychological strength.

The uniqueness of children lies in those who have a strong spirit and a rational mindset, always feeling that the world belongs to them. This category refers to children who can think and act according to their abilities. For children who are inactive or slow, whose level of activity is limited, they often show little interest in what active children do because the delays they experience are due to factors such as illness, family problems, and others.

Communication skills are very important for children to master as they grow up. To master these skills, children need to be exposed to various methods and techniques, for example, children are taught interaction skills with their peers at school or elsewhere. Reasoning is a very important foundation for preschool children to master because the skills acquired are needed in all actions based on emotional elements or actions taken. To follow up on the child's problems, appropriate interventions should be carried out according to the issue.What happens. Sh. Nor Putih, Aliza Ali (2011) in the approach of playing in preschool children's literacy teaching explains that through play activities, children can learn and they will go through changes within themselves, such as awareness that will give them the strength to change, whether in physical or mental form.

Teachers play an important role in managing children's emotions so that they can have active learning productivity and not rely solely on teachers or parents. Children's creativity is also often seen to depend on the way teachers conceive their teaching, which can provide self-assessment for children to incorporate creativity approaches into the activities carried out.

The concept of strategy has been used to detect the direction and interests of preschool students in engaging in various activities conducted at school. Teachers have divided four strategies so that efforts to build preschool students' involvement in activities can be carried out effectively through Table 1.

TEACHER STRATEGY	RESULT
1. Planning	Collaborative
2. Teacher's Role in	Planning
3. Parents' Role in	Assisting Teachers
4. Community's Role in	Assisting Teachers

Literature Review
Through the study by Ahmad Fadilahtur Rahman (2016), research on teachers' praise speech in classroom learning interactions shows that the teacher's role in learning interactions is very important as someone who can provide motivation and enthusiasm for learning to their

students, encouraging them to strive harder through verbal speech delivered orally. Pronina, M., Prieto, P., Bischetti, L., & Bambini, V. (2023) explains that pragmatics lies at the point where language meets the social world and encompasses both the linguistic and social dimensions of communication. Through the study by Yulian, A. A., & Mandarani, V. (2023), speech acts determine classroom interaction, and speech acts are verbal utterances used in classroom communication. Assertive speech is often used by teachers when giving tests to students and enables students to make choices to use learning approaches in the classification of speech acts to determine further teaching.

The focus of the National Preschool Standard Curriculum is to develop students who have the ability to communicate confidently. Being proficient in communication is one of the characteristics of students who master 21st-century skills, namely the ability to express and articulate thoughts, ideas, and information confidently and creatively in speech. Meanwhile, teachers act as facilitators or guides who guide students so that they are prepared to face challenges and continue with further learning. This study was conducted to identify the best methodology for students who encounter learning difficulties in school.

Problems with children who are less interested and unwilling to follow the teacher's lessons often lead to weaknesses in classroom mastery. Children with learning difficulties can be detected as having a lack of self-confidence when the teacher teaches. The teacher can identify that the impact of the child's weaknesses is due to a lack of positive emotional management because they are burdened by the problems they face.

An appropriate strategic plan to address the problems faced by these preschool children is to look at their strengths and weaknesses as a review to determine whether the burdens they carry can raise awareness for responsible actions and help reduce the emotional management burden they experience, as well as to strive to gradually change their character and attitude after discussing with the children's families. Students who have communication and language difficulties also cannot showcase their potential if teachers fail to identify and diagnose their problems early.

Lado (1957) stated that language knowledge can predict or explain patterns that cause difficulties in learning a language, and inappropriate patterns cause difficulties for students by making scientific comparisons. According to Kamarudin Hj. Husin (1998): "They can master the language through 'acquisition' rather than through the learning process. It is expected that the child has elements of statement explained by Lado and Kamarudin Hj. Husin.

Methodology
The theory of speech acts was first proposed by John Langshaw Austin and later developed by his student, John Searle. This theory examines the relationship between language and action, encompassing three levels: locution (the clear meaning of an utterance), illocution (the implied meaning), and perlocution (the speech act). This analysis is important for understanding that social concepts in schools and communication can affect the learning and teaching environment. Expressive speech acts include various forms of communication, such as expressing happiness, anger, or gratitude, and can be conveyed not only through words but also through intonation, facial expressions, and body language. This analysis can also help

identify potential communication problems and find solutions to improve the quality of interactions in educational settings for children with learning difficulties and so on.

This theory highlights five acts, namely assertive, expressive, directive, commissive, and improving the quality of interactions within educational settings for children with learning difficulties and so on.The research method used is the qualitative method.Only two types of speech acts occurred in the study conducted, even though it covered all five speech acts introduced by Searle (1969), namely assertive and directive speech acts.

In the theory of child development, Erikson (1950) and Piaget (1980) emphasize that children are capable of different abilities at different stages. However, if viewed from another perspective, the world of children is full of concepts of interaction in any situation and environment. Similarly, if they are not proficient in interacting with a second language, they are more likely to use their first language for communication in order to adapt more sensitively to the interactive environment.

Types of Speech	Explanation of Searle's Speech Acts (1969-1976)
Representative	Speaker states a proposition that is true according to the situation
Declaration	Speaker's performance successfully links the content of speech to actual reality
Expressive	Speaker expresses psychological states sincerely regarding a situation
Directive	An attempt by the speaker to make the listener do something
Commissive	Illocutionary act that binds the speaker to do an action in the future

Figure 1. Searle's Speech Act Framework (1969-1976)

Assertive
This speech act functions to inform about something and encompasses the concepts of defending, requesting, telling, stating, and reporting, as well as being willing to do something firmly and enthusiastically to demonstrate true intent.

Assertive Expresses
The act of assertive speech is a form of utterance intended to convey indications about ongoing matters directly to the interlocutor. The illocutionary form of assertive speech directly informs the interlocutor about conditions happening around them.

Directive
A speech act that functions to make the speaker do something such as: making suggestions, requests, and orders. Usually, the words spoken are based on the way a speaker expresses through actions and attitudes.

Research Subjects
Through the study conducted, only five problematic students were identified to participate in the activities.
1. A six-year-old student. Represents student (A). Has speech problems such as a lisp. Heavily dependent on his mother to perform any activity. Speaks less and is somewhat slow in grasping the lessons being conducted.
2. Three students have learning difficulties - aged 6 years old. Representing students B, C, and D. Can play and study with friends. As a result, they are unable to concentrate, which makes them afraid to respond when the teacher asks questions during the lessons conducted.
3. A six-year-old child has been experiencing heart problems since childhood. Representing student E. The illness causes in activity and weakness in all activities. Able to recite letters and remember the lessons taught by the teacher but is slow to give the desired responses.

Intervention Action
To assist and make interventions, the teacher used weekly divisions to obtain responses. The task was quite simple but challenging. Preschool children engaged in conversational activities verbally and gave gestures such as signs or clapping if they successfully pronounced the given letters. Indeed, they were interested and able to cooperate. The teacher also began the study in the fourth week since they needed to be helped as soon as possible to prevent them from falling behind in the regular classroom teaching.

WEEK 4	ACTION	REFLECTION
Card aid Alphabet letters (First 6 letters) (a, b, c, d, e)	They read repeatedly	Making notes (collecting the alphabet letters that have been mastered)
(Activity - 15 minutes) Playing with coloring letters (10 minutes)	Separating 2 colors for different letters (vowels a and e (consonants b and c)	2 of the children were able to master the letters (vowels a and e (consonants b and c)
ADDITIONAL ACTIVITY IF ANY	Review learning - if there is time. Notes: (Yes/No)	Enrichment activity if suitable for ability. Notes: (Yes/No)

Figure 2. Intervention 1

The teacher can only conduct 2 activities each week so that the preschool class teaching time is not disrupted and will start in the early morning, around 7:15 to 7:30 morning. Next, the discussion of this paper focuses on students' ability to critically express the author's thoughts concerning children's lives using Higher-Order Thinking Skills (HOTS) in learning. Two educational entertainment elements introduced in teaching and learning for students, namely the singing element, help preschool children acquire knowledge through memorization and the process of recalling and reviewing each lesson received from the teacher.The mastery process is carried out slowly because preschool children are still shy but they strive to achieve memorization and act to master positive attitudes and behave earnestly.

WEEK 6	ACTION	REFLECTION
Singing the letter song	Singing the alphabet song a, e, o, u,	Everyone likes it
(Activity - 15 minutes) Matching the same letters for reinforcement exercises	Making letter exercises to be matched with letters.	2 of the children were able to complete the given worksheets.
ADDITIONAL ACTIVITIES IF AVAILABLE	Reviewing the learning - if there is time. Notes: (Yes/No)	Enrichment activities if suitable according to ability. Notes: (Yes/No)

Figure 3: Intervention 2

Through the highlights of the conducted study, the teacher uses various data to determine the validity of the research carried out. The application of both research methods refers to the factors of speech act usage and frequency analysis, namely the tendency of preschool children to use speech acts, which is through the rationale of selecting data that has shown the use of speech acts through objectives and analysis that identifies the use of various illocutionary acts, specifically the use of assertive and directive acts in the conducted study.

This study found that the speech acts frequently used by students not only indicate specific categories of speech acts but most of them show a combination of two different speech act categories. The combination of asserting with directing and the combination of asserting with questioning occurs during interactions with preschool children conducted to identify the level of speech act usage at the preschool children stage during interactions with teachers and peers. The combination of stating along with asking during interactions with teachers can shape the level of speech act usage at the preschool children stage during interactions.

Therefore, the interaction and focus on speech acts are considered as actions when they express various forms of speech choices, even though what is expressed uses language that is easy to pronounce. This research focuses on the analysis of assertive and expressive speech acts using the speech act theory from John Searle and a qualitative descriptive method with content analysis techniques, particularly those reflecting assertive and directive speech behaviors. Data collection was carried out through documentation, and the analysis was conducted based on categories of speech acts applicable to preschool children.

Bill	Examples of speech	Types of speech behavior
1	student A - I have a book (Student B - I have it too.	assertively state
2	Pupil C - Later you will play with me. Pupil D - Yes. We play with letters and 2 pictures.	assertively state
3	Pupil C - Teacher for more pictures Pupil E - Later we will read together	assertively state
4	Student A- This song is good. Let's sing together Student C - I like it too. (happy)	assertively state
5	Pupil D - I can't match this letter Pupil B - Later I will help you	assertively state

Figure 4. Assertive Speech Behavior

No	Example utterance	Type of speech act
1	Student A - Don't touch the pencil, or the teacher will get mad. Student B - I have my own pencil.	Execute the directive
2	Student C - Don't sit on that chair Student D - Where should I sit?	Execute the directive
3	Student C - Let's read this book, later we will become smart. Student E - That's right.	Advisory directive
4	Student A - You bring the ball, I'll bring the book later. Student B - I'll bring the colors later. Hurry up, the teacher has arrived.	Instructive command

Figure 5. Directive Speech Act

The differences between the two types of speech acts can be summarized as follows;
1. A speaker utters sentences with a specific meaning (locutionary act), with a specific intention (illocutionary act)
2. Leaving a certain impression on the listener/reader (the response action of speech)

Speaking skills are defined as the activity of producing sounds generated by human articulatory organs, and they are a skill for interacting in a language environment. For the purposes of this study, speaking skills refer to the ability of children to understand the meaning of speech acts they hear and then respond. Speakers can modify language use through several low-level rules that they know. When a language is learned correctly, conscious language use can contributing to the improvement of the proper use of language.

Research Findings and Discussion
The study findings have shown that assertive speech acts, which are dominant speech actions, are used to express positive emotions, and directive speech acts are employed through interactions that occur with consideration in the relationships involved. This study concludes that appropriate speech actions play a very important role in illustrating emotions and social conflicts among preschool students. Expressive speech actions used in the school environment provide insights into how children can form and express their emotions in various formal or informal situations. Speech acts are everyday communication activities that involve receiving and conveying meaning or information, shaping the students' identity to build a positive self-concept.

Speech acts through a pragmatic context are considered the result of a verbal action and have a psychological nature that heavily depends on the speaker's language ability in facing certain situations, known as speech acts that can be conveyed through oral or written media, including social media, which can be expressed through ideas and information broadly. Furthermore, speech acts are also everyday utterances or speech that give specific meanings according to particular contexts. Speech acts always occur in daily communication involving various communication mediums in delivering messages and information. According to Siti Nur Adibah Sabarudin and Aminnudin Saimon (2021), every utterance spoken in the form of communication, whether written or oral, has a specific act. This clearly shows that research related to speech acts aims to see to what extent the speech acts expressed can serve as a medium of communication to convey messages to the community.

This study focuses on speech acts that also contribute to educational elements in the context of teaching and learning. The main focus of this study is to discuss aspects of children's communication strategies. It is indeed undeniable that early childhood education in preschool, namely kindergarten and daycare centres, is one of the most important elements in the transition from home to school (Ben-Ari, 1997; Lewis, 1995; Peak, 1991). According to Merriam (2002), teachers should also be studied using observational methods to identify behaviors related to the way teachers conduct instruction with students. An observer who is present at the scene can see behaviors as they actually occur so as not to influence the teaching actions towards students who have difficulties in education.

Here, it clearly suggests that the child's perception does not show interest in their learning and views the teaching they undergo as fleeting and imaginary. After engaging in activities that resonate with their spirit, and with the teacher having implemented several appropriate strategies and demonstrated some creativity capable of attracting preschool children's interest, as stated in the Speech Acts by Wunderlich (1976, 1977) and Hausser (1977), which provide speech acts such as 'erotetic (questions) and directive (requests)'. However, the questioning strategy in the context of this study indicates that a question is not only intended

to obtain information or a direct answer but also has various indirect functions, as outlined below:

To give an opinion
ii) To obtain certainty
iii) To get support
iv) To consider feelings
v) To get information

These findings show that children tend to use simpler and more dominant language to convey information based on observation, verbal communication, and casual conversation. The use of Searle's Speech Act Theory (1969) is very suitable for illustrating the communication relationship between speaker and listener to better understand the meaning of the speaker's communication. Therefore, the effectiveness of the information conveyed can have a positive impact on teachers in helping and demonstrating the categories of speech acts discussed by scholars in the field such as Searle (1969), Bach and Harnish (1979), and Austin, which can shape children towards being more methodical in navigating the world as it is experienced today. According to Krashen (1994), In a classroom environment, children's language skills will be developed when they are given practice in dialogue, role-playing, group discussions, communicative activities, and others. Clearly, speech behavior will appear polite if they are able to practice noble values and cultural manners within the community they join because there is the formation of words or expressions that can explain something they do not understand, even if it is important information.

Type of speech	Frequency percentage %
Assertive	75
Directive	25
Expressive	1.0
Commissive	0.2

Figure 6. District Analysis
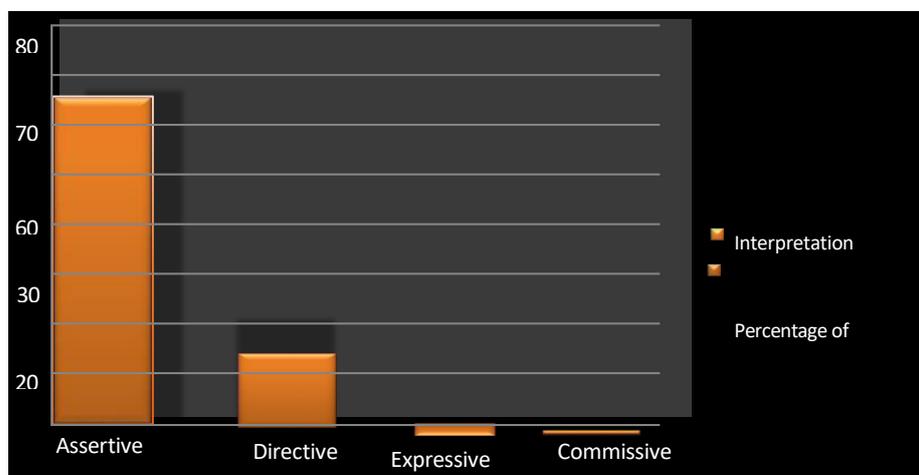
Graph 1. District-level Interpretive Analysis

Through the research in Figure 6 and Graph 1, the distinctive analysis has shown that assertive speech behavior has surged as a high frequency percentage, as the frequency of language use among preschool children still focusing on assertive speech behavior is 75% compared to 25% for directive speech behavior. This comparison can help teachers in the required research to further strengthen the study with the research subjects involved. Overall, this study has been able to produce an approach to the process of recognizing speech behavior among preschool students and identifying the types of behavior. The speech used is appropriate to the planned objectives. Through this graph 1, it can also be explained that assertive speech behavior is a speech act that is too simple.

However, language comprehension involves understanding pragmatics and is a process of teaching and learning that will lead preschool children to be more successful if appropriate speech acts are used. Especially in speech acts, most of them show categories combining two different speech acts, particularly combinations of speech acts with assertive and directive. The types of combinations and speech acts frequently used by student when interacting with peers.

Brooks and Brooks (1993) explained that children build their world by synthesizing new experiences with what they have previously understood and by forming and adjusting to new things according to the information they acquire. Similarly, when children enjoy learning something, they become interested in participating in the learning process, which in turn enhances their focus on the matter, keeps them engaged, and this process can further improve their understanding, allowing them to interact with the outside world.

Assertive speech behavior is a type of speech behavior that is often used in classroom interactions. It can help teachers provide guidance, direct students to do something, regulate students' good and bad behavior, and more.Assertive speech behavior is a type of speech behavior that is often used in classroom interactions. It can help teachers provide guidance, direct students to do something, regulate students' good and bad behavior, and more.

Conclusion
This study has made teachers realize the importance of preparation in shaping classroom teaching and can help children stimulate creative thinking in every lesson that takes place. The proposed concept will have an impact, albeit slowly, but can help enhance the skills and creativity of preschool children to learn more diligently despite any problems they may face. The teachers are also very understanding because the monitoring of the children among them is based on a sense of responsibility, as the teachers' emotions are closely related to the children's emotions and equal treatment among the children. In fact, it helps them act and sit together to solve problems that arise, while they also need to be educated with love and appreciated.

The findings indicate that the activities conducted can help children with problems, especially in linking emotional issues that affect their lives, which can be resolved when techniques and problem-identification processes are completed for teachers and parents to help address the problems faced by preschool children. The findings obtained through preschool children's learning at home with parents are also very encouraging because teachers can identify appropriate strategies to assist them at school, and parents can help when preschool children

are at home. In the classroom, teachers need to give children the opportunity to express their opinions in any way possible. Teachers should also conduct further research to gain insights and findings that can be generalized to communities in need of support, especially in managing the emotions of preschool children. Therefore, in Preschool Education through the 2017 KSPK review, the research conducted by the researcher has brought many educational elements based on individual character, in line with the needs of the current educational level when teaching approaches are diversified and integrated into all core subjects to enhance the skills and interest in learning of preschool children in a routine and persistent manner.

Every teacher must be brave with the changes given because it can help and shape the school community in pursuing change after change within the school society. Teacher-centered teaching and learning, as well as projects, can help preschool children become more confident in the context of modern education. Certainly, the image of education in rural areas can be accepted and used as a reference material. Preschool children have several ways to advance themselves by improving their abilities and aspirations through learning and mastering education within the context of their existing level of capability. They are always prepared with the rules and goals entrusted to them, which becomes the foundation of loyalty to the given field of work. The ability to be a preschool student can also lead to a career as a person with asset values that are very important to both the school and the household.

In the context of education as well, every segment of society needs to assist in any form of community management that can safeguard each individual, especially preschool children who are still exploring and constantly trying toward maturity, in order to see the latest progress in the education system designed. They can learn according to the process of intellectual maturity through higher-order thinking skills (KBAT) so that all Malaysians have the opportunity to utilize methods, tools, and develop expertise to produce the qualities and characteristics of specialists that are suitable and on par with developed countries. Furthermore, the role of society is also necessary in adopting changes within the modern and advanced community concept, as well as using technological resources to enhance efficiency without causing damage or falling behind the times. A continuous learning attitude is also linked to the tools provided so they can be utilized optimally to help other generations in developing professional competence.

The development of children's language can be seen in terms of their ability to receive, understand, and reproduce speech behaviors according to the language development being spoken. Activities that have been carried out can help children form emotions through the influence of the learning they experience, as well as interactions that stimulate them to move through educational stimuli. When exposure to activities occurs and children have imaginative and creative abilities, this can educate and provide space for them to remember enjoyable things compared to things that have no impact on them.

Children are exposed to word terms and language elements that shape thoughts and the mind. Indirectly, this increases language skills and appropriate language use can enhance their language proficiency. Activities such as singing, letter reading, letter matching, and others can help preschool children build vocabulary and learn new words each time they tell stories with classmates in class. Strategies to encourage good language use through curiosity

will provide stimulation for preschool children to learn quickly, along with the use of modern teaching aids routinely provided by school management.

However, varying levels of language development can also cause preschool children to display negative behaviors, but if there is a sense of politeness ingrained in the social system they go through, then a student will become ethical and have a high spirit in making decisions and taking actions.

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