

Directive Speech Acts in Raditya Dika's Podcast "If You Need Help, Watch This!"

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ABSTRACT

This study aims to describe the form and function of directive speech in Raditya Dika's podcast entitled "THOSE WHO NEED HELP, WATCH THIS!". The method used is a descriptive qualitative approach. Data in the form of oral speech containing directives were obtained through listening and recording techniques, then transcribed, identified, and classified into six forms, namely requests, questions, orders, prohibitions, granting permissions, and advice. The results of the study showed that there were 34 directive speeches consisting of 3 requests, 15 questions, 3 commands, 9 prohibitions, 1 granting of permission, and 1 advice. The most dominant form is the question. Pragmatically, the dominance of the directive of questions shows that the educational strategies in this podcast are more realized through information extraction and dialogical clarification. In addition, the existence of prohibitory speech and advice related to fire safety procedures shows that there are aspects of preventive education and increased public safety awareness. Thus, this podcast has the potential to be used as a medium for learning Indonesian, especially in the study of directive speech, language politeness, and persuasive communication in digital discourse.

Keywords : Directive Speech, Pragmatics, Podcast, Digital Discourse

INTRODUCTION

Pragmatics is a branch of linguistics that studies the meaning of speech based on the context of language use in interaction. According to Yule (2022), pragmatics examine the meaning that the speaker wants to convey and how the meaning is understood by the speaking partner. Meanwhile, pragmatics focuses on the relationship between language and context that influences the interpretation of speech. Thus, pragmatics not only examines the structure of language, but also considers the situational, social, and interpersonal relationships factors that accompany the communication process.

In pragmatic studies, speech actions are understood as actions that are manifested through speech (Nurkhalizah et al., 2020). This basic concept states that every speech is not only conveying information, but is also an action through its three dimensions: locution, illocution, and perlocution. Therefore, pragmatic studies require an understanding not only of the structure of language, but also of the context that surrounds speech (T. D. Putri et al., 2019). Understanding context is important because a person's speech is always related to the intention to be achieved in communication. In this framework, the discussion of directive

speech acts becomes relevant because this type of speech acts function to influence the actions of speech partners.

Thinking about speech acts then developed by providing a more systematic classification of various types of speech acts. The act of speech is understood as the basic unit of language communication and each speech has a specific illocution meaning that can be identified based on its communicative function. In this study, it is also explained that speech actions can be analyzed based on the speaker's goals, social conditions, and accompanying linguistic conventions. This theoretical framework is one of the important references in the analysis of verbal communication to date.

In the theoretical framework, speech acts are grouped into five main types. First, representative or assertive that binds the speaker to the truth of the proposition, such as stating and reporting. Second, directives, which are speech that aims to influence speech partners to take an action. Third, commission, which is the act of speech that makes the speaker commit to future actions, such as promising or offering. Fourth, expressive, which is speech that expresses the speaker's attitude or feelings such as praising or apologizing. Fifth, declarative, which is speech that can change the status or condition of a thing when spoken by an authorized speaker, for example inaugurating or confirming. This classification became an important foundation in the study of modern speech acts.

Among these categories of speech acts, directive speech acts are an important focus because they are related to the speaker's efforts to influence the actions of speech partners. Directives can be realized in various forms, such as requests, questions, orders, prohibitions, granting permissions, and advice. A request is a polite speech with markers such as "please", "please", "hope", "can", and "may" to encourage the speaking partner to take an action. Questions are used by the speaker to obtain information from the speaking partner through interrogative forms such as "what", "who", "when", "where", "why", "how", "how", and "why". Commands are more emphatic because they aim to require speech partners to perform certain actions such as "do", "take", "listen", "immediately", "shall", and "please". Prohibitions are used to prevent or stop an action through markers such as "don't", "prohibited", and "can't". Granting permission is a form of directive that allows or gives consent to a speech partner to perform certain actions, usually marked by the expressions "please", "may", "allowed", "allowed", and "it's okay". Meanwhile, advice is based on consideration of the speaker's experience or wisdom to help the speaker make better decisions such as "should", "should", "it's okay", "better", and "try". These six forms of directive show how language functions as a strategic tool in directing and influencing behavior in social interactions.

The rapid development of digital media over the past decade has changed the communication landscape, and one of the most important innovations is the emergence of *Podcasts* (podcasts) as a highly influential platform. In contrast to traditional mass media, *podcasts* offer a distinctive format, which feels intimate and personal, as if the speaker is talking directly to the audience in a relaxed atmosphere. This characteristic creates an ideal and effective space for the delivery of messages that are guidance, advice, or motivation (Afwiyah, 2025). The informal and dialogical format allows credible public figures, such as Raditya Dika, to convey various directive speeches (suggestions, invitations, recommendations) persuasively without creating a patronizing or authoritarian impression.

In addition, the development of pragmatic studies in digital communication shows that speech action strategies have been adjusted according to the characteristics of the communication medium used. Taguchi (2021) explained that in digital media-based communication, speakers tend to use pragmatic strategies that are more indirect and contextual to maintain interpersonal relationships with a wide audience. In this context, directive speech is often realized in more subtle forms such as suggestions, recommendations, or persuasive invitations so that the message can be received without creating a compelling impression.

Recent research also shows that podcasts as a digital communication medium present a distinctive pattern of interaction in the use of language. Suteja (2021) in his research entitled *"Interactions in Conversations Between Three People in Podcast: A Study of Pragmatics"* found that conversations in podcasts show a form of collaborative communication characterized by minimal responses, comments, and support for other speakers. This interaction pattern shows that communication in podcasts not only serves as a conveyance of information, but also as a means of building social closeness between conversation participants and the audience. These findings reinforce that pragmatic studies are very relevant to analyze the use of speech actions in podcast media.

In addition, studies on digital communication also show that persuasion strategies in online media are greatly influenced by the speaker's delivery style. Mohamed & Zainal Abidin (2021) explain that in the digital media ecosystem, speakers often utilize more personal and reflective communication styles to build closeness with the audience. This style of communication allows the use of directive speech in a more persuasive form, such as suggestions, invitations, and recommendations, which are delivered indirectly. Thus, in the context of digital content such as podcasts, directive delivery strategies are no longer dominated by the form of orders, but are more realized through forms of advice or motivation that are dialogical and build audience involvement.

In this context, Raditya Dika's podcast episode entitled "IF YOU NEED HELP, WATCH THIS!" became a very interesting object of analysis. The title explicitly shows a strong pragmatic orientation to the directive function, which is to provide constructive suggestions, solutions, and recommendations to listeners who are facing problems or want to improve their self-quality. Therefore, this study considers it important to focus on identifying and describing the realization of the directive speech act used in the episode. By analyzing this speech, this research is expected to enrich the study of applied linguistics in the context of new media that continues to develop rapidly (especially in the period 2016-2025). In addition, the results of this study are also important to understand more deeply the persuasive strategies used by speakers in digital communication. Language in new media not only functions as a means of conveying information, but also as a means to influence the audience's thoughts and actions subtly through various forms of speech (Amini et al., 2018). In this context, pragmatic studies, especially directive speech, become relevant to reveal how the speaker conveys invitations, suggestions, or recommendations without always using the form of direct commands.

The findings of the study (Amini et al., 2018) show that directive speech is the dominant form of illocution in interaction in digital media, especially in the form of instructing and

asking which functions to regulate interaction and influence the actions of speech partners. The findings show that digital media provides a space for speakers to use persuasive language strategies in building relationships with audiences. However, the study focused on dialogical discourse in YouTube content so that the directive strategies that emerged were more concerned with two-way interaction in the interview format.

Based on these conditions, there is still room for research to examine how directive speech is used in the context of different discourses, especially in podcasts that are more narrative and persuasive. In contrast to interview interactions, self-development or mentorship-themed podcasts often feature more subtle forms of directives, such as suggestions, recommendations, or advice delivered in a non-imperative manner. Therefore, this research is important to uncover how the directive strategy is realized in the discourse of podcasts, as well as to expand the understanding of the use of persuasive language in the ever-evolving digital communication environment.

The second researcher Afwiyah (2025) in his research has a strong similarity because both use a descriptive qualitative approach based on speech theory (Pragmatic) and make podcasts as the object of study material. However, there is a difference where Afwiyah (2025) analyzes the five categories of illocution broadly in the context of political discourse/debate, while this study focuses solely on the directive category in the context of persuasive discourse/*self-help* from Raditya Dika. Therefore, the contribution of this study is to complement the previous findings by in-depth analysis of the realization and strategies of directive speech actions specifically in the subtle and non-imperative advisory function, a dynamic typical of digital self-development content.

The third researcher Andreano et al. (2023) in their research has similarities, namely both focus solely on the category of directive speech actions (illocutions that aim to influence the actions of speech partners) and use a descriptive qualitative approach within the framework of speech action theory (Pragmatic) to identify and classify its realization. However, there are crucial differences in material objects: Andreano et al. (2023) analyzed directive speech actions in fictional written discourse (novel), while this study examined digital oral discourse (*podcast*). The contribution of this research is to be the basis for comparison to show that in guidance *podcasts*, directive realization is more dominated by non-imperative forms (advice, recommendations) in order to maintain politeness and persuasiveness, which is different from the context of fiction or more formal interactions.

The fourth researcher Ramadhani (2022) in his research has similarities with this research because both use a descriptive qualitative approach in the framework of speech theory (Pragmatic) and take data from contemporary digital media (YouTube *talk show* vs. *Podcast*). However, the main difference lies in the scope and context: Ramadhani (2022) analyzes the five categories of illocution broadly in political/formal discourse, while this study focuses solely on directive speech in personal/informal guidance discourse. Therefore, the contribution of the article Ramadhani (2022) to this study lies in the provision of comparative data on illocutional speech in different digital media contexts (political/formal YouTube *Talk Shows*), which uses the same Pragmatic theoretical framework.

The last researcher D. F. Putri et al. (2023) in their research has strong similarities with this study because both focus solely on the category of directive speech actions and use a

descriptive qualitative approach within the framework of speech action theory (Pragmatic) to identify and classify its realization. However, there are fundamental differences in material objects: D. F. Putri et al. (2023) examined directives in formal educational oral discourse (teacher-student) in the Kindergarten (TK) environment, while this study examined informal digital oral discourse (*podcast*) in the context of *self-help*. The contribution of the article by D. F. Putri et al. (2023) to this study lies in the provision of comparative data on the realization of directive speech actions in the context of formal educational oral (teacher-student) in the kindergarten environment that has a clear goal for behavior control and regulation. This allows this study to by contrast show that in *informal and self-help discourse of podcasts*, directives shift from a command function to persuasive advice and recommendations.

The focus of this article's research is to examine in depth the directive speech spoken by the speaker in the *podcast* episode. Formally, this research centers on the category of illocution that aims to produce an action or behavior change in speech partners, so the focus is on identifying and classifying the types of directives that emerge (such as advising, suggesting, or recommending), as well as analyzing the pragmatic functions of these speeches. Meanwhile, the focus of this research material is strictly limited to spoken speech recorded in a single source, namely Raditya Dika's podcast episode entitled "THOSE WHO NEED HELP, WATCH THIS!". In summary, the focus of this study is to describe how Directive Speech is realized and utilized for guidance and persuasion purposes in the context of digital discourse.

METHODS

This study uses a qualitative approach with a descriptive method to analyze directive speech actions in the Raditya Dika podcast episode "IF YOU NEED HELP, WATCH THIS!" with a duration of 52 minutes 06 seconds (52:06). This research aims to understand and describe linguistic phenomena in depth based on the natural context of speech. The research data is in the form of speech that contains directive speech actions obtained from podcast recordings through the transcription process and observation of the speech that appears. To ensure the objectivity and validity of the data, this study applies the theoretical triangulation technique by comparing the results of the analysis with various relevant pragmatic concepts. In addition, peer debriefing was carried out through discussions with colleagues who have competence in the field of linguistics to review the results of the data classification. This validation process is carried out to minimize the biases of researchers and ensure that the grouping of types of directive speech acts is carried out systematically and can be scientifically accounted for. Data analysis was carried out using a pragmatic approach by examining the meaning of speech based on the context of its use. Speech acts are understood as actions that are manifested through speech, with a focus on directive speech acts as a form of illocution that aims to influence the actions of speech partners. Furthermore, the data was analyzed by classifying the types of directive speech actions which included requests, questions, orders, prohibitions, granting permissions, and advice.

RESULT AND DISCUSSION

Directive speech acts are introduced through the concepts of locution, illocution, and perlocution, then developed systematically within the framework of speech action classification. This study focuses on directive speech acts, which are analyzed using a descriptive qualitative approach to identify and classify their realization in podcasts. The forms of directive speech that are the focus of the analysis include requests, questions, commands, prohibitions, permissions, and advice, as well as examining the persuasive strategies used by the speaker to make the listener follow directions or suggestions, either directly or subtly. The following are the results of the analysis of podcast shows, arranged by category of directive speech acts:

Directive Speech Act of Request

The act of speech request is an act of speech used by the speaker to ask the opponent to do an act politely. It is usually marked with words such as "please", "please", "hope", "can", and "may", and function to encourage the opponent to follow directions or suggestions persuasively. For example, *"Can you please get that book?"*. In this context, the speaker directs the speaking partner to act, but still leaves room for the speaking partner to reject or consider the request. Thus, the act of directing request functions to maintain social relations so that they remain harmonious in communication interactions.

Table 1. Directive Speech Act Of Request

No	Sentence	Request Directive Markers	Context
1	"I'm sorry about this. I'm sorry, it's normal for there to be a third party" (07:31)	Please.	This speech was conveyed by Andri when explaining to the host about one of the cases that has been handled by firefighters, namely domestic conflicts triggered by the presence of a third person. In his explanation, Andri used the phrase "sorry" as a form of apology before conveying the example of the case.
2	It's okay to play. Is it okay?" (24:50)	You can	This speech was conveyed by the host to the firefighters when he saw children playing in activities involving fire engines. The host then asks the officer for

			permission to participate in the game.
3	"Bring the Aca. I'll leave it for 3 years" (24:53)	You can	This speech was delivered by the host to one of the firefighters during the activity. The host asked for the help of the officers to bring his son named Aca to ride or try the fire engine.
4	No, not later. Later. Okay, so this is a must-have. Thank you for stopping by here for sharing" (49:02)	You can	This speech occurs at the end of the podcast when the conversation is almost over. The host invited Gilang to take back the light fire extinguisher (APAR) that was previously placed on the table after the demonstration or explanation session was over.

These four sentences can be categorized as a directive speech act of request because the speaker consciously conveys the desire or expectation for the speech partner to perform or approve a certain action, but it is conveyed in a polite and non-coercive way. In the first speech, "I'm sorry about this. I'm sorry, yes, there are usually third parties," Andri used the *marker please* to ask for understanding from the speaking partner so that explanations about marital conflicts involving third parties can be accepted without causing misunderstandings. This speech not only serves as an expression of apology, but also as a request for the speaking partner to understand the situation being told. The second saying, "It's okay for me to play. Is it okay?" showed the act of directing the request because the host asked for approval from the Fire Department officer to play with the children. The use of the word *may* indicate that the speaker places the speaking partner as the party who has the authority to give permission. The third said, "Bring the Acac. I'll leave it for 3 years, okay?", the host also made a request to the speaking partner to be willing to bring and take care of his child. These requests are refined with the marker *can* so that they are not commanding in nature, but rather expect readiness. And the fourth thing is, "No, no, no, no, no, Okay, Gilang can be taken" indicating that the host regulates the actions of the speaking partner gradually and politely. Although there is a word *don't*, the main focus of the speech is the request for Gilang to take the fire extinguisher at the right time. Thus, all of these speeches reflect the act of directing speech requests because the speaker seeks to direct the actions of the speech partner through polite, persuasive, and respectful expressions of the opponent's position.

Directive Speech Act of Question

Question-directed speech is a type of speech that aims to direct speech partners to provide certain answers or information. In this act of speech, the speaker does not ask for physical action, but asks for a response in the form of explanation, explanation, or clarification through oral or written answers. The marker is usually in the form of questions like *what*, *who*, *when*, *where*, *why*, *how*, *how much*, *why* or the form of interrogative sentences spoken with intonation to ask. For example, in the sentence "*What do you want to tell me, sir?*", the speaker intends to direct the opponent to explain the topic they want to convey.

Table 2. Directive Speech Act Of Question

No	Sentence	Question Directive Marker	Context
1	Actually, in terms of work, what is the terminology of Fire Fighting? (00:41)	What	This speech was delivered by the host at the beginning of the podcast to the resource person who is a firefighter. The question aims to obtain an explanation of the meaning and scope of firefighting work in general.
2.	What does saving mean salvation? (01:31)	What	The host asked the interviewee for further explanation about the term "rescue" which is part of the firefighter's job.
3	That's why do you use poles? (14:35)	Why	This question was conveyed by the host to the resource person when he saw an explanation or demonstration about the use of poles in firefighter activities or training.
4	What is the difference between going up the stairs and going down? (14:39)	How many	The host asked the interviewees about the difference or level of difficulty between climbing stairs and descending stairs in the work practices of firefighters.
5	What is the biggest fire ever	What	The host delved into the

	handled? (15:39)		interviewees' experiences by asking them about the biggest fire event they had ever handled during their tenure as firefighters.
6	But what are the conditions? (25:22)	What	The host asked the interviewee about the requirements that must be met by someone who wants to become a firefighter.
7	Is there a special preference, for example, from height is it that way or is it usually here? (29:06)	What	The host asked the interviewee about the possibility of special criteria or standards, such as height or certain physical requirements in the process of accepting firefighters.
8	"What do you want me to tell you, sir? (31:11)	What	The host reminded the interviewee to continue the story or explanation that had previously been stopped in the podcast conversation.
9	How to make milk from powdered milk try? (37:52)	How about	This question was asked by the host in a relaxed conversation to ask for an explanation on how to make milk from powdered milk that was being discussed in the conversation.
10	How to use this? Illustration (42:11)	How about	The host asked the resource person to explain or demonstrate how to use the light fire extinguisher (APAR) that is being shown in the podcast.
11	At first, it was the first time that Radcliffe had been in the spotlight (43:11)	Where	The host asks the interviewee about Position or the right place to put the extinguisher before use

			in a fire extinguishing simulation.
12	Is it removed or not? (45:58)	What	The host asked the interviewee for certainty about the steps to use the fire extinguisher, especially whether the locking part of the appliance needs to be removed before use.
13	How close should it be? (47:03)	What	The host asks the interviewee about the ideal distance between the user and the fire source when using a fire extinguisher.
14	What fire is this for? (47:09)	What	The host asked the interviewee for an explanation regarding the capacity or limit of the use of fire extinguishers to a certain size of fire.
15	If anyone wants to contact the Fire Department, what is the phone number, exactly? (50:33)	How many	The host asked the interviewee about the official phone number of the fire department that the public can contact in the event of an emergency.

The first speech, "Actually, in terms of work, what exactly is firefighting?" was used by the host to ask for a basic explanation of the meaning and scope of the firefighting profession. The second speech, "What does rescue mean?", aims to clarify the term rescue which is part of the duties of the Fire Department. The third speech, "That's why I use a pole?", is used to ask the reason for using certain tools in the practice of firefighting. The fourth speech, "What is the difference between going up the stairs and going down?", is directed to find out the difference in difficulty or technique between the two activities. The fifth speech, "What is the largest fire ever handled?", serves to explore the experience of the resource persons related to the largest fire cases. The sixth speech, "What are the requirements?", is used to ask for information about certain requirements in the profession or procedure of firefighters. The seventh speech, "Is there a special preference, for example, from height is really that or usually here?", aims to ask about special criteria, such as height, in the selection of officers. The eighth speech, "What do you want to tell you, sir?", was used by the host to direct the interviewee to continue the story that had been stopped. The ninth speech, "How to make milk from milk powder?", is used to ask for an explanation of the steps to make milk. The

tenth saying, "How to use this? Just an illustration", aiming to ask for an explanation or demonstration of the use of the tool. The eleventh speech, "First, first where did Mas Radit put this?", was used to ensure the initial position in the use of the tool. The twelfth speech, "Is it revoked?", aims to ask for certainty of technical steps when operating the tool. The thirteenth utterance, "How close should it be?", is used to ask for the ideal distance in the use of extinguishers. The fourteenth speech, "How big is this for fire?", is used to determine the capacity or limit of the ability of the extinguisher. The fifteenth speech, "If anyone wants to contact the Fire Department, what is the actual phone number?", is used to obtain official contact information for the Fire Department that can be used by the public in emergency situations.

Directive Speech Act of Command

Command directive speech is a type of speech that aims to direct the speech partner to perform a certain action according to the will of the speaker. In this act of speech, the speaker puts himself in a position that has the authority, interest, or right to ask for the action to be carried out. Pragmatically, the act of command directive speech is characterized by the use of imperative sentences, either directly or indirectly, with linguistic markers such as, "must", "immediately", "don't", "work", "take", "listen", "please". For example, in the sentence *"Please turn off the microphone now"*, the speaker wants the speaking partner to immediately take action to turn off the microphone. Thus, the directive speech act of command functions as a tool to control the behavior of speech partners in social interaction so that they act according to the instructions given by the speaker.

Table 3. Directive Speech Act Of Command

No	Sentence	Command Directive Marker	Context
1	How to make milk from powdered milk. Try it (37:53)	Please	This speech was delivered by the host to the resource person when asking the resource person to demonstrate directly how to make milk from milk powder. The request is made in the form of a subtle command using the word "please".
2	Oke. Oke Please (38:04)	Please	This speech was spoken by the host to the resource person after previously asking for a demonstration. The host uses the word "please" to invite the interviewee to continue the process of explanation or practice that is being done in the podcast conversation.

3	Mas Radit must keep the number of the South Jakarta Fire Department (51:10)	Must	This speech was delivered by the resource person to the host at the end of the podcast as a form of appeal for the host to keep the phone number of the fire department in the South Jakarta area. This was conveyed as an anticipatory step in the event of an emergency that requires the assistance of the fire brigade.
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The first speech, "How to make milk from powdered milk. Try it please", including the act of speaking directive orders because the speaker not only asks, but also directs the speaking partner to immediately take an action, namely explaining or demonstrating how to make milk. The word *please* serves as a marker of commands that are delivered in a subtle and polite manner, so that the speech partner is encouraged to perform the requested action without feeling forced. The second speech was, "Okay. Okay, please", is an act of speech directive because the speaker gives permission as well as instructions for the speech partner to continue the activity or explanation that is being carried out. The repetition of the word *okay* confirms the readiness of the speaker, while the word *please* is a marker that pragmatically directs the speaking partner to act immediately. The third speech, "Mas Radit must keep the South Jakarta Fire Department's number", includes the act of speaking directive of the order because the speaker uses *the word must* which indicates a necessity or obligation. This speech is not just a suggestion, but a firm order for speech partners to keep the Fire Department's number as an important step in dealing with emergency situations.

Directive Speech Act of Prohibition

Prohibition directive speech is a type of speech act that aims to direct speech partners not to do a certain action. In this speech act, the speaker conveys restrictions or prevention of the behavior of the speech partner in order to maintain order, safety, or applicable social norms. Pragmatically, the act of prohibition directive speech is usually marked with negative linguistic markers such as "don't", "forbidden", and "can't". For example, in the sentence "*Do not use a mobile phone during the lesson*", the speaker prohibits the speaker from performing actions using the mobile phone. Thus, the act of prohibition directive speech functions as a tool to control the behavior of speech partners so as not to violate rules or agreements in certain communication situations.

Table 4. Directive Speech Act Of Prohibition

No	Sentence	Prohibition Directive Marker	Context
1	Don't Be This One (30:13)	Don't	This information was delivered by the resource person when the host or other participants

			wanted to choose the type of milk to be used in the demonstration. The resource person prohibited the use of this option because it was considered not in accordance with the needs of the demonstration that was being carried out.
2	Don't keep it in the closet (43:21)	Don't	This speech appeared when the resource person explained how to store light fire extinguishers (APAR). The interviewee prohibited storage in the closet because it could hinder quick access in the event of an emergency.
3	Don't get too high (43:29)	Don't	This speech was delivered by resource person when explaining the position of the placement of the fire extinguisher. The prohibition was given so that the extinguisher was not placed too high so that it was still easily accessible to people who would use it.
4	Don't panic (44:31)	Don't	This speech was conveyed by the resource person when explaining the steps that must be taken when a fire occurs. The resource person prohibited panic because panic conditions can hinder the proper fire handling process.
5	So we can't really get too close to it (45:22)	Can't	This speech appeared when the resource person explained the safe distance in the use of fire extinguishers. The source forbade the user's position too close to the source of the fire so that the extinguishing process could be carried out safely.

6	Don't, don't mess up later (46:01)	Don't	This speech occurred when a demonstration of the use of extinguishers was taking place. The resource person prohibited certain actions taken by the host because it could cause the demonstration situation to get out of control.
7	Hold it here (46:32)	Can't	This speech was delivered by the resource person when showing how to hold the fire extinguisher correctly. The prohibition was given because the designated part was not a safe position to hold the appliance.
8	So don't panic (47:00)	Don't	This speech was an affirmation of the resource person when again emphasizing the importance of a calm attitude in dealing with fires. The prohibition against panic attitudes is conveyed so that handling procedures can be carried out correctly.
9	Don't. Later, Later (49:05)	Don't	This speech is delivered by the host to other speakers or participants when there are actions to be taken in the demonstration session. The host forbade the action from being performed at that time and requested that it be postponed until a more appropriate time.

The first speech, "Don't do this", includes the act of prohibition directive speech because the speaker expressly prohibits the speech partner from choosing or using a certain object being discussed. The word *do not* serve as a prohibition marker indicating that the action is not allowed in that situation, usually for reasons of security or procedural expediency. The second speech, "Don't keep it in the closet", is a speech act of prohibition directive because the speaker prohibits the inappropriate way of storing extinguishers. This prohibition aims to make the tool easily accessible in an emergency, so that the pragmatic function of the speech is to prevent actions that can hinder the handling of fires. The third speech, "Do not be too

high", includes the act of prohibition directive speech because the speaker prohibits the placement of the tool in a position that is too high. This prohibition was conveyed so that the tool could be quickly reached by anyone in an emergency. The fourth speech, "Don't panic", is a speech act of prohibition directive aimed at calming speech partners. Speakers prohibit panic because panic can interfere with the decision-making process and appropriate actions when facing emergency situations. The fifth speech, "So it is actually not allowed to be too close to us", includes the act of prohibiting directive speech because the speaker prohibits positions that are too close to the source of danger. The expression *should not* affirm that such actions are prohibited in order to maintain safety. The sixth speech, "Don't, don't mess it up", is a speech act of prohibition directive because the speaker prevents the speech partner from performing an action that can cause the situation to become chaotic or uncontrollable. The repetition of the word *should not* strengthen the meaning of the prohibition. The seventh speech, "Holding is not allowed here", includes the act of prohibiting direct speech because the speaker prohibits the wrong way to hold the wrong tool. This prohibition is conveyed to avoid potentially harmful misuse. The eighth speech, "That's why you shouldn't panic", is a speech act of prohibition directive that reaffirms the importance of staying calm. Speakers forbid panic so that safety procedures can be carried out effectively. The ninth speech, "Don't. Later, just later", including the act of prohibiting speech because the speaker stops or delays the actions of the speech partner. This prohibition aims to regulate the time for the implementation of actions so that they are carried out at a more appropriate time.

Directive Speech Act of Granting Permission

A directive speech act to give permission is a type of speech that aims to give approval or allow the speech partner to perform an action that was previously requested or doubted to be permissible. In this act of speech, the speaker is in a position that has the authority or authority to give the permission. Pragmatically, the act of speaking in the directive on granting permission is characterized by the use of expressions such as "please", "may", "allowed", "allowed", "okay". For example, in the sentence *"Please leave the classroom to pick up the books left behind"*, the speaker directs the speaker to say that this action is allowed to be done. Thus, the act of directive speech to grant permission serves to regulate the actions of speech partners in social interactions in a polite and controlled manner.

Table 5. Directive Speech Act Of Granting Permission

No	Sentence	Permit Signage Directive Marker	Context
1	Can I play? (24:50)	Can	This speech was conveyed by the host to the resource person when he saw the game activities carried out by children with firefighters. The host then asks for permission to participate in the activity, and the resource person gives

			approval by saying "okay".
2	I'm going to slide this, okay? (42:28)	It's all right.	This speech was spoken by the host when he was about to shift the milk glass on the table so that the light fire extinguisher (APAR) could be moved for demonstration purposes. The host asks for approval from the resource person in advance so that his actions do not interfere with the ongoing explanation process.

The first words, "*Can I play?*" Including the act of direct speech to give permission because the speaker deliberately directs the speech partner to give approval to the action he wants to take. In the context of casual interaction with Fire Fighters and children, the Host did not immediately participate in the game, but first asked for permission as a form of politeness and respect for the authority and the situation of the ongoing activity. Pragmatically, the use of the marker "*may*" indicates that the speaker places the speaking partner as the party who has the right to determine whether or not an action can be carried out. Thus, the function of this speech illocution is not just to ask, but to ask for permission for the speech partner to give consent, so that it is included in the speech directive act of granting permission. The second speech, "What am I shifting this?" includes the act of directing speech to request permission because the speaker does not immediately take action, but first asks for approval from the speech partner. Expressions *are okay to* function as markers that show the speaker's polite attitude and caution so that their actions do not interfere with ongoing activities. Pragmatically, this speech aims to direct the speech partner to give permission for the act of shifting the object.

Directive Speech Act of Advice

Advice directive speech is a type of speech act that aims to direct the speech partner to take or consider a certain action for the good of the speech partner itself. In contrast to an order, the act of speaking directive advice is not coercive in nature, but rather provides advice, suggestions, or instructions that are considered useful. Pragmatically, the act of advising directive speech is characterized by expressions such as "should", "should", "it's good", "better", "try". For example, in the sentence "*You should study more regularly so that the results are better*", the speaker directs the speaker to consider the act of regular learning as a profitable option. Thus, the act of directive speech advice serves to help the speech partner make the right decision without pressure or coercion.

Table 6. Directive Speech Act Of Advice

No	Sentence	Advisory Directive Marker	Context
1	Hung, preferably on the wall (43:45)	Recommended	This information was conveyed by the resource person when explaining the procedure for the placement of light fire extinguishers (APAR) to the host in a demonstration session on the use of fire extinguishers. The resource person advised that fire extinguishers be hung on the wall so that they are easily visible and can be reached quickly in case of an emergency.

The first speech, "Hung, preferably on the wall" includes the act of speaking directive advice because the speaker gives advice or advice to the speech partner on the most appropriate way to place the fire extinguisher. The use of words *should* be a sign that this speech is not commanding or coercive, but directs the speech partner to choose safer and more effective actions. Pragmatically, the speech aims to improve preparedness and safety by placing extinguishers in easy-to-reach locations during emergencies.

CONCLUSION

Based on the results of the analysis on Raditya Dika's podcast entitled "IF YOU NEED HELP, WATCH THIS!" which was analyzed through directive speech actions put forward by John Searle. The forms of directive speech found in the Raditya Dika podcast are directive speech acts of requests, questions, orders, prohibitions, granting permissions, and advice. Based on the findings of the research, there are several directive speeches contained in the Raditya Dika podcast totaling 34 speeches. The form of directive speech in this study includes: 4 request speeches, 15 question speeches, 3 command speeches, 9 prohibition speeches, 2 permission speeches, 1 advice speech. It can be concluded that the most dominant directive speech used in the Raditya Dika podcast is the question directive speech. The results of the findings of the directive speech action of the question amounted to 15 speeches. This is evident from the many speeches that use question expressions.

Based on the results of the research that has been conducted, the results of the research that have been found have implications in the form of information, that podcasts can also be used as teaching materials in Indonesian language learning activities. Pragmatically, the directive speech in this podcast tends to be conveyed in a subtle, polite, and persuasive manner, adjusting to the character of informal and dialogical digital discourse. This shows that the language in podcasts is used as a means of education and persuasion, not as an authoritarian

tool of command. This research enriches pragmatic studies by showing a shift in directive functions in digital media towards a more effective form of advice and recommendations in influencing audiences.

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