

Politeness of Commanding Speech Act in Indonesian by Senior High School Students

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ABSTRACT

Each age group lives and develops according to their respective psychological and social development stages which influence their language attitudes and behavior. The purpose of this study was to explain the value of speech act strategy politeness in speech acts commanding according to the younger generation of senior high school student groups in the era of the industrial revolution 4.0. The data sources of this research were senior high school students, vocational high schools, and senior high school of muslim from Minangkabu, Malay, Nias, Batak, Javanese, Bugis, Gayo who studied in Padang totaling 375 respondents. Data were collected by means of a questionnaire and a list of questions. The data were processed quantitatively and qualitatively. Respondents were asked to rate nine strategies to speak in commanding speech acts according to the Blum-Kulka (1987) grouping, whose examples of speech were adjusted to the object of research in Indonesian. Respondents were asked to rate the speaking strategy 1 to 9 strategy. The results show that the research respondents, namely the younger generation of Indonesian speakers from a group of senior high school students of various ethnicities in the era of the Industrial Revolution 4.0 assessed the order of politeness levels of speech act commands based on the spoken strategy used in the order from the highest politeness value to the lowest politeness value is as follows: suggestory formula (4.02) - preparatory query (3.49) - want statement (3.09) - strong hints (2.96) - mild hints (2.51) - hedged performatives (2.51) - obligation statement (2.13) - performative (1.70) - mood derivable (1.64).

Keywords: speech act strategy, the value of politeness, multiethnicity, the young generation, the era of industrial revolution 4.0

1. INTRODUCTION

Each age group lives and develops according to their respective psychological and social development stages which influence their language attitudes and behavior. Youth is an age group that has a soul that is sensitive to development, strong, and enthusiastic about following changes to form their own identity, including identity from the aspect of language. Youth absorb various socio-cultural phenomena around them, internalize them, then express them in the form of attitudes, behaviors, and works including attitudes, behaviors, and works on the language aspect. Senior high school students are the younger generation in the youth group. They are in maximum growth, both physically and mentally. The views, attitudes and behavior of their language are important to understand because they will use and determine the language in the future. Politeness in language is an important aspect in using language because language politeness maintains warmth and harmony in communication. Therefore, the perception of the politeness of the younger generation of the group of senior high school students needs to be investigated.

Researchers who conducted research on the politeness of the young generation of high school students were Masfufah and Nurul (2012) [1], Lestariani, Martha, and Putrayasa (2014) [2], Musyawir (2017) [3], Astuti, Widodo HS and Sunoto (2017) [4], Abdurrahman and Manaf (2018) [5], Cahyaningrum, Andayani and Setiawan (2018) [6], Lindayana, Arifuddin, Mandala (2018) [7]. The research was conducted without paying attention to the ethnic aspects of a school.

Masfufah and Nurul (2012) and Astuti, Widodo, Sunoto (2017) conducted a study on the language politeness of youth groups of high school students in directive speech acts. Masfufah and Nurul (2012) conducted a study on the politeness of directive speech based on the perceptions of students of SMAN 1 Surakarta. The result of the research is that students have different perceptions of politeness towards directive speech acts [1]. Astuti, Widodo, and Sunoto (2017) examined the politeness of directive speech acts in learning interactions at SMA Negeri 1 Batu. The result of the research is that language politeness is carried out with conventional indirect speaking strategies in the form of requests, questions, orders, prohibitions, granting of permits, and advice [4].

Lestariani, Martha, and Putrayasa (2014), Musyawir (2017), Cahyaningrum, Andayani and Setiawan (2018) conducted a study on the politeness of the language of the younger generation of groups of high school students in assertive speech acts. Lestariani, Martha, and Putrayasa (2014) conducted a study on the politeness of class X students of SMAN 1 Selemadeg in debate. The result of the research is that students are able to express opinions logically, fluently by obeying the principles of politeness in language [2]. Musyawir (2017) examined deviations from the principle of politeness in teaching and learning interactions. The result is a deviation from the principles of politeness so that the learning material can be understood easily and clearly by students, and to save time [3]. Cahyaningrum, Andayani and Setiawan (2018) conducted a research strategy for speaking SMAN 1 Surakarta students against a stimulus. The results showed that students used different speech strategies in responding to a stimulus [6].

Abdurrahman and Manaf (2018) and Lindayana, Arifuddin, Mandala (2018) conducted a study on the politeness of young language groups of high school students in joint speech acts. Abdurrahman and Manaf (2018) conducted research on strategies for telling questions and answers to teachers and students in the city of Padang in the learning process. The results showed that the teacher gave a lot of freedom and gave a lot of praise, while students apologized a lot and respected the teacher [5]. Lindayana, Arifuddin, Mandala (2018) conducted research on the politeness of directive and expressive speech acts. The result of the research is that speech acts tend to be done with a direct speech strategy in the learning process [7].

Researchers who conducted research on the politeness of the younger generation of Madrasah Aliyah students were Ali (2011) [8], Afriansyah (2016) [9], Abdurrahman (2017) [10], and Sahlullah. (2017) [11]. Ali (2011) conducted a research on asking strategies in class discourse at Madrasah Aliyah Alkhairaat Palu. The result of the research is that teachers and students tend to use direct speech strategies in teaching and learning in class [8]. Abdurrahman (2017) conducted a research on imperative politeness in the interaction of male students at Madrasah Aliyah class X Mu'allimin Muhammadiyah Yogyakarta. The result of the research is imperative politeness in the interaction of male students of Madrasah Aliyah Class X is cooperative with speech partners [10]. Afriansyah (2016) found that the characteristics of directive speech acts in learning at Madrasah Aliyah Putri Aisyiyah Palu tended to be carried out with conventional indirect speech strategies in the form of questions and statements [9]. The strategy of speaking by using question words and the usual structure of the interrogative sentence grammatically and the meaning is the usual semantically common grammatical meaning. Sahlullah (2017) conducted a study of Language Impurity between teachers and students in the Senior High School of Islam 1 Environment of Kraton Pasuruan. The result of the research is that teachers' impoliteness tends to be in the form of teachers not doing negative politeness pleasantries, that is, they do not give freedom to

students and students do not do positive niceties, that is, students do not respect teachers [11].

Thamrin (2010) [12], Dahlan (2014) [13], Ishariyanti, Widodo, Fuad (2015) [14] conduct research on the politeness of the language of students in vocational secondary schools. The result of the research is that vocational high school students perform politeness by obeying the maxims in politeness principle and doing illocutionary softening expressions, and fencing.

Based on tracing the results of previous relevant research that can be reached, no research has been conducted on the perception of politeness in the language of the younger generation of high school students from various ethnic groups in Indonesia. The perception of language politeness of the young generation of high school students needs to be described and explained because the younger generation of the high school group has a different variety from the language of children and the language of the older generation, especially from the aspect of language politeness.

The description in this paper focuses on the perceptions of politeness in the language of the younger generation of high school students against the use of speaking strategies in the speech act of commanding in Indonesian. The question that will be answered in this article is "What is the perception of the politeness of the young generation of high school students from various ethnic groups on the use of speech strategies in commanding speech acts in Indonesian?".

Speech acts can be grouped into five, namely assertive, directive, expressive, commissive, and declaration. The requesting speech act is a form of directive speech act. A directive speech act is a speech act in which the speaker asks his speech partner to carry out what the speaker says (Searle, 1975) [15].

Speech acts are carried out in certain ways that are used to carry out speech acts. Searle (1975) classifies the speech strategy into two, namely the direct speech strategy and the indirect speaking strategy. The level of indirectness of the speech strategy is assessed based on the distance the speaker's intention travels from the speaker's mind to the partner's mind. The farther the distance the speaker's intention travels to the mind of the speech partner, the less direct the speaking strategy will be. On the other hand, the closer the speaker's intention travels to the mind of the speech partner, the more direct the speaking strategy will be [15].

Brown and Levinson (1987) group the main speech strategy into 5, namely the strategy to speak frankly without, speak frankly with positive politeness, speak candidly with negative politeness, speak vaguely, and speak in the heart. The five narrative strategies are also compiled based on the level of non-continuity in the delivery of the speaker's intent from the speaker's mind to the speaker's mind. Of the five spoken strategies, the strategy that spoke straightforwardly without further ado was the most direct strategy and the strategy that spoke inwardly was the least spoken strategy [16].

Specifically for request speech acts, Blum-Kulka (1987) divides the speech strategy into nine with the order from the most direct to the least direct delivery of the speaker's intent which can be read in table 1 [17].

Table 1 Nine consecutive strategies based on the order of indirect in request speech according to Blum-Kulka (1987)

Descriptive Category	Exemple	Indirectness Polar
1. <i>mood derivable</i>	Clean up the kichen. Move your car.	
2. <i>performative</i>	<i>I'm asking you to move your car.</i>	
3. <i>hedged performatives</i>	<i>I would like to ask you to move your car</i>	
4. <i>obligation statement</i>	<i>you'll have to move your car.</i>	
5. <i>want statement</i>	I would like you to clean the kichen. I want you to move the car.	
6. <i>suggestory formulae</i>	How about cleaning up? Whay don't you come and clean up the mess you made last night?	
7. <i>query preparatory</i>	Could you clean up the mess in the kichen? Would yuo mind moving yaour car?	
8. <i>strong hints</i>	You've left the kichen in right a mess	
9. <i>mild hints</i>	We don't want any crawling.	

The *mood derivable strategy* is the most direct of the nine strategies . Conversely, the most indirect strategy is *mild hint*. Of the nine narrative strategies, they are grouped into three, namely first, a *group of direct speech strategies*, namely *mood derivable* and *performative*, Secondly, *conventional indirect*, namely *hedged performatives*, *obligation statement*, *want statement*, *suggestory formula*, *preparatory query*, third is *nonconventional indirect*, namely *strong hint* and *mild hint*.

Leech (1983) formulates a politeness scale based on the level of indirecness. A more direct speaking strategy is worth less polite and a strategy that speaks more

indirectly is worth more polite [18]. If the theory of politeness level based on the indirectly scale is connected with nine strategies to speak in the speech act of request according to Blum-Kulka (1987), then the relationship between indirectness and language politeness can be formulated which can be seen in table 2.

Nine speech strategies based on the order of indirecnes in the speech act of request according to Blum-Kulka (1987) associated with the Value of Language Politeness based on the indirect scale according to Leech (1983).

Table 2. Indirectness speech strategy and language polite

Descriptive Category	Exemple	Indirectness Scale	Politeness Scale
1. <i>mood derivable</i>	Clean up the kichen. Move your car.		
2. <i>performative</i>	<i>I'm asking you to move your car.</i>		
3. <i>hedged performatives</i>	<i>I would like to ask you to move your car</i>		
4. <i>obligation statement</i>	<i>you'll have to move your car.</i>		
5. <i>want statement</i>	I would like you to clean the kichen. I want you to move the car.		
6. <i>suggestory formulae</i>	How about cleaning up? Whay don't you come and clean up the mess you made last night?		
7. <i>query preparatory</i>	Could you clean up the mess in the kichen? Would yuo mind moving yaour car?		
8. <i>strong hints</i>	You've left the kichen in right a mess		
9. <i>mild hints</i>	We don't want any crawling.		

The politeness value of the strategy according to the Leech indirecnes scale (1983), the mood derivable strategy was the least polite and the mild hint strategy was the most polite. The purpose of this article is to explain the perceptions of the youth generation groups

of Indonesian-speaking middle school students of various ethnicities on the value of politeness in commanding speech acts carried out with a speech strategy based on a scale of indirectness.

2. METHOD

The object of this research is the perception of the youth generation of groups of secondary school students of Indonesian speakers in the era of industrial technology 4.0 on the value of politeness in commanding speech acts in Indonesian which is carried out with a strategy of speaking based on the indirectly of the delivery of the speaker's intent. The research was conducted using a mixed method, namely quantitative and qualitative. Research respondents were the younger generation of high school student groups from various ethnicities in Indonesia who were studying in Padang City in 2019 and 2020. The number of respondents in this study was 375 people with the following details: Senior High School students totaled 118, Madrasah Aliyah students 108, and vocational high school students totaled 151. Respondents in the study came from members of ethnic groups in Indonesia, namely Minangkabau, Malay, Batak, Mentawai, Nias, Gayo, Javanese, and Bugis. The data were collected using a survey technique using a list of questions. Respondents were asked to rate 9 examples of speech which were arranged based on the level of indirectly in delivering different messages based on the nine strategies to speak in the speech act of request made by Blum-Kulka (1987), namely mood

derivable, performative, hedge performative, obligation statement, want statement, suggestory formula, query preparatory, strong hint, and mild hint. Speech that uses a very polite speech strategy is given a score of 5, polite is given a score of 4, enough is given a score of 3, is impolite a score of 2, and very impolite is given a score of 1. The data is processed by calculating the average value of politeness for each type of politeness strategy from 9 the politeness strategy. Strategies of politeness are sorted from politeness strategies which have the highest average politeness value to speech strategies that have the lowest politeness values. Each speech strategy is given an example of its application in commanding speech acts in Indonesian.

3. DISCUSSION

Based on research data sourced from 373 senior high school student groups of 8 ethnic members in Indonesia, namely Minangkabau, Malay, Batak, Mentawai, Nias, Gayo, Javanese, and Bugis who are currently studying in Padang City in 2019 --2020, the mean score of perceptions of politeness value for each speaking strategy in commanding speech acts can be assessed in table 3.

Table 3. Youth perceptions of senior high school student groups from various ethnic members in Indonesia in 2019-2020 on the value of politeness in comanding speech act in Indonesian

Descriptive category	Example	Average score of politeness	Politeness level category
1. suggestory formula	<i>Sebaiknya meja ini dipindahkan.</i> (This table should be moved.)	4,02	Polite
2. query preparatory	<i>Meja ini bisa dipindahkan?</i> (Can this table be moved?)	3,49	polite
3. want statement	<i>Saya ingin meja ini dipindahkan.</i> (I want this table moved.)	3,09	enough
4. strong hints	<i>Ruangan ini menjadi sempit karena ada meja ini.</i> ((This room is narrow because there is this table.)	2,96	enough
5. mild hints	<i>Ruangan ini menjadi sempit.</i> (This room has become narrow.)	2,51	enough
6. hedged performatives	<i>Sebenarnya saya mau meminta meja ini dipindahkan!</i> (Actually I want to ask this table to be moved.)	2,51	enough
7. obligation statement	<i>Kamu harus memindahkan meja ini!</i> (You'll have to move this table)	2,13	impolite
8. performative	<i>Saya minta meja ini dipindahkan.</i> (I'm asking you to move this table!)	1,70	impolite
9. mood derivable	<i>Pindahkan meja ini!</i> ((Move this table!)	1,64	impolite

Based on the data contained in the table 3, it can be seen that youth groups of senior high school students assess that the speech strategy in commanding speech acts used to command people who are in a higher power and are not yet familiar has different values of politeness.

The categories of politeness for the 9 narrative strategies are described below. The most direct strategy, namely *mood derivable*, had the lowest average politeness value (1.64), but the most indirect strategy,

namely *mild hint*, did not get the highest average politeness score.

3.1 Category Level Value of Commanding Speech Acts

The level of the politeness value category of speaking strategies in commanding speech acts found in this study is less polite, sufficient, and polite. So, there is no politeness strategy found that has an average politeness value in the very impolite and very polite categories. Each level category of politeness strategy values in commanding speech acts is described below.

3.1.1 Very Polite Speech Act

Based on the data contained in table 3, nine speech strategies are arranged based on the scale of the indirectly of the delivery of the intentions of speakers in speech acts to rule to people who are higher in position and not yet familiar, no one gets an average score (5) so that none of the speech strategies are categorized as very polite. The politeness of the speech strategy is not only formed from one scale, but the politeness of a speech act can be maximized by utilizing another scale, for example the scale of profit and loss or the optional scale (Leech, 1983). The indirectly scale needs to be completed with pleasantries, perhaps positive politeness or negative politeness to fulfill the speech partners' facial wishes so that speech acts are felt more courteous by speech partners (Brown and Levinson, 1987). The use of appropriate greetings and expressions of apology, requests for permission, expressions of humility are also elements that make up language politeness (Abdurahman and Manaf, 2018) and (Manaf, 2017) [19]. So, in order to form the maximum politeness value in a speech act, various elements of politeness are needed.

3.1.2 Polite Speech Act

Based on the data contained in table 3, the strategy of speech the suggestory formula has a politeness score (4.02) and preparatory queries have an average politeness score (3.49) so that the two strategies in commanding speech acts are in the category of politeness. The use of the speech strategy suggestory formula can be found in the speech example (2) and the use of the preparatory query speech strategy is shown in the speech example (3).

- 2) *Sebaiknya meja ini dipindahkan!*
(This table should be moved.)
- (3) *Meja ini bisa dipindahkan?*
(Can this table be moved?)

The strategy suggestory formula in speech (2) is indicated by *sebaiknya* (should be). The preparatory query speech strategy in speech (3) is marked by a question word ... *bisa dipindahkan?* (can it be moved?) The word *sebaiknya* (should be) in speech (2) and the question word ... *bisa dipindahkan?* (... can be moved?) in speech (3) functions to minimize coercion on speech partners. Minimizing coercion on speech partners is an act of fulfilling the will of the speech partner's negative

face so that speech is considered polite by the speech partner (Leech (1983) and Brown and Levinson (1987). conventional ones whose semantic meanings are conventional are classified as indirect conventional speech strategies. Indirect conventional speech strategies meet the requirements of minimizing coercion and transparency of messages so that speech acts using these speech strategies are more polite (Searle, 1975), (Blum-Kulka, 1987)).

3.1.3 Polite Enough Speech Act

Based on the data contained in table 3, the *want statement* strategy has a politeness score (3.09), *strong hint* has an average politeness score (2.96), *mild hint* has an average politeness score (2.51), and *hedged performatives* have an average politeness score (2.51) so that the four speech strategies in commanding speech acts are categorized as enough polite. The use of the *want statement* strategy is found in the example of speech (4), the use of the strategy of speech the *strong hint* is in the example of the speech (5), the use of the strategy of speech the *mild hint* is in the example of the speech (6), and the use of the strategy of speech the *hedged performative* is in the example of the speech (7)

- (4) . *Saya ingin meja ini dipindahkan.*
(I want this table moved.)
- (5) *Sebenarnya saya mau meminta meja ini dipindahkan.*
(Actually I want to ask this table to be moved.)
- (6) *Ruangan ini menjadi sempit karena ada meja ini.*
(This room is narrow because there is this table.)
- (7) *Ruangan ini menjadi sempit.*
(This room has become narrow.)

The *want statement strategy* in speech (4) is marked by the phrase *saya ingin* (I want). The *hedged performatives* speech strategy in speech (5) is marked by the phrase *sebenarnya saya mau* (Actually I want) The *strong hint strategy* in speech (6) is marked by a clause *karena ada meja ini* (because there is this table). *Mild hint strategy* in speech (7) is indicated by the clause of *ruangan ini menjadi sempit* (this room being narrow).

The phrase *saya ingin* (I want) in speech (4), the phrase *actually I want* in speech (5) serves as a fence so that the speaker's intent is not too direct to the speaker. The fencing uses conventional grammatical elements and has conventional semantic meanings. Indirect conventionally has the effect of reducing the level of coercion on speech partners so that speech is felt enough polite by the speech partners (Leech, 1983), (Blum-Kulka, 1987), (Brown and Levinson, 1987), (Manaf, 2017).

Clause ... *karena ada meja ini* ... (because there is a table) in the speech (5), this clause *ruangan ini menjadi sempit* (the room become narrow) in the speech (6) is an element forming the indirectness of conveying the meaning to the speech partner. The constituent element of the indirectly of the delivery of the message in the

form of this clause is indirect inconventionally, which is open in its form that goes beyond the boundaries of the grammatical convention and its meaning exceeds the limits of a semantic convention so that message delivery is too indirect. Delivering messages that are too indirect causes the meaning to be too vague so that it actually reduces the level of politeness in speech acts (Blum-Kulka, 1987). The speaker's intent which is conveyed in a way that is too indirect results in the speech act being understood as an insinuation by the speech partner. insinuation does not please the speech partner because the speech partner is positioned as someone else and guilty so that the speech act decreases its politeness level (Gunarwan, 1992 and 2000) [20], [21], (Manaf, 2002) [22]. Because the strategy of speaking *strong hint* and *mild hint* is too indirect which exceeds the conventional limit, the two speech strategies are understood as insinuation by the speech partner so that the value of politeness decreases.

3.1.4 Impolite Speech Act

Based on the data contained in table 3, the *mood derivable* strategy has a politeness score (1.64), *performatives* have an average politeness score (1.70), and the *obligation statement* has an average politeness score (2.13) so that four the speech strategy is in the speech act of commanding to command people who are more powerful and not yet familiar in the category of impolite. The use of the *mood derivable* speech strategy is in the example of speech (8), the use of the strategy of speech the *performatives* is in the example of speech (9), and the use of the strategy of speech the *obligation statement* is in the example of the speech (10).

- (8) *Pindahkan meja ini!*
(Move this table!)
(9) *Saya minta kamu untuk memindahkan meja ini!*
(I'm asking you to move this table!)
(10) *Kamu harus memindahkan meja ini!*
(You'll have to move this table.)

The *mood derivable* strategy in speech (8) is characterized by the verb *pindahkan* (move). The *performatives* speech strategy in speech (9) is marked by the clause *saya minta ...* (I ask...) The strategy for the *obligation statement* in speech (10) is marked by the phrase *kamu harus* (you must).

The verb *pindahkan* (move) in speech (8), the clause *saya minta kamu* (I'm asking you) in speech (9), and the phrase *kamu harus* (You'll have to) in speech (10) forms the direct delivery of the speaker's meaning. absolute (absolud directly). Research respondents assessed that speech acts to rule in speech situations ruled by people who are more powerful and unfamiliar, whose meaning is conveyed directly, has a low politeness value, the more absolute the direct of message delivery, the lower the politeness value of the speech act. Therefore, commanding speech acts carried out with a strategy of speech a *mood derivable*, *performative*, and *obligation statement* in the speech situation are considered impolite. Speech acts that use a very direct speech strategy are very strong in

threatening the face so that they reduce the politeness level of the speech acts that use this strategy (Searle, 1975), (Brown and Levinson (1987). Commanding speech acts that use very direct speech strategies do not provide an alternative the choice of speech partners to refuse. So, the speech strategy contains high coercion on the speech partner so that the speech partner feels impolite by the speech partner (Leech, 1983), Blum-Kulka (1987), (Gunarwan 1992), and (Manaf , 2002).

3.1.5 Very Impolite Speech Act

Based on the data contained in table 3, the nine speech strategies in the hamlet based on the indirectly scale of conveying the intentions of speakers in speech acts command to people who are in a higher position and are not yet familiar, no one gets an average score (1) so that none of the speech strategies are categorized as very rude. Delivering the speaker's intention directly or even very directly in a speech act commanding to a person who is higher in power and is not yet familiar is not subject to a very serious violation of the maxims of politeness so that the politeness value is in the category of impolite. Both speech acts using direct and indirect speech strategies that contain serious violations of the principle of politeness, for example insults, or curses make the politeness value of the act decrease so that the speech act is considered very impolite (Leech, 1983). Greeting older people, only mentioning their names without being accompanied by an appropriate greeting is also a serious violation of the principles of innocence which makes a speech act considered very impolite. (Blum-Kulka, 1987), (Manaf, 2011) [23].

4. CONCLUSION

The results of this study indicate that the younger generation of high school student groups in the era of the Industrial Revolution 4.0, have a perception that the use of indirect speech strategies in commanding speech acts in Indonesian in speech situations where higher power and low solidarity contribute to forming language politeness but not absolute. Commanding speech acts that use the most direct speech strategy (*mood derivable*) have the lowest score, but commanding speech acts that use the most indirect speech strategy (*mild hint*) do not get the highest score. Commanding speech acts that get the highest average score of politeness are commanding speech acts that use *conventional indirect* speech strategies, namely the *suggestory formula*. The ranking of the politeness values of speech act commands based on the speech strategy used in the order from the highest politeness value to the lowest politeness value is as follows: suggestory formula (4.02) - preparatory query (3.49) - want statement (3,09) - strong hints (2,96) - mild hints (2,51) - hedged performatives (2,51) - obligation statement (2,13) - performative (1,70) - mood derivable (1.64).

The conventional indirect speech strategy contributes to the politeness of the commanding speech act, but the level of indirect that exceeds the limit of conventional speech tends to reduce the level of politeness of the speech act. Indirectness that exceeds the limit of conventional indirectly is called indirect

inconventionally. Commanding speech acts that use a non-conventional indirect strategy are understood as insinuation by the Indonesian speakers in general so that the politeness of the speech act drops. The results of this study are the same as those of Blum-Kulka's (1987) research, which indirectly contributes to the formation of language politeness in request or commanding speech acts, but not absolute. Indirectly that exceeds indirectly conventional limits results in decreased politeness in speech acts. The results of this study correct the theory of the scale of indirectly in language politeness which views the indirectly of the delivery of a speaker's intent in speech acts as contributing to the level of politeness of a speech act consistently.

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