Politeness of Directive Speech Acts in Learning at SMA N 1 Ngawen to Improve Leadership Character Talents

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ABSTRACT

This study describes the politeness of directive speech acts between teachers and students that contain leadership talents and strategies for developing leadership talents contained in directive speech acts during the learning process at SMA N 1 Ngawen. The research method is descriptive qualitative; data analysis uses the pragmatic equivalent method. Data collection is carried out by going directly to the field, followed by note-taking and recording techniques. The researcher noted the interaction between teachers and students, which was considered related to the problem to be studied. The results of this study show seven directive politeness speech act and eight directive politeness speech acts that contain leadership talents, namely teaching honesty, developing self-confidence, convincing others, motivating, teaching justice, teaching good time management, teaching humility, and strategies development.

Keywords: Directive Speech Acts, Politeness, Leadership

1. INTRODUCTION

Language becomes an intermediary for humans and the general public to interact in communication. [1] A speech act is a unit with an important central characteristic in the study of pragmatics. This pragmatic study examines the form of speech acts and their functions and finds out the function according to the context of the speech. [2] Everyone must pay attention to the structure of the language used and the interlocutor when interacting. Politeness is considered a phenomenon involving the bond between language and social interaction.

Politeness is one of the important aspects that must be considered by the speaker and the interlocutor so that there is a harmonious relationship in communication [2]. This study focuses on the learning process in the classroom, especially on how the relationship between teachers and students must be harmoniously and politely established to create a comfortable learning atmosphere. [3] Communication in the school environment with communication in the general public is different. Teachers and students must obey and apply the rules

and manners. This is included in the aspect of language that is expressed in communicating.

[4] In using language in daily language activities, directive politeness can be related to the types of politeness acts to plead, ask, and order. [5] Directive speech acts can be categorized as a form of speech that expresses the speaker's intention or expresses the speaker's will, which aims to make the speech partner do what the speaker says. In directive speech acts, the speaker intends to tell the interlocutor to do what he says to the interlocutor. This speech process is very sensitive because the interlocutor will feel offended if the speaker does not use the right language. Therefore, directive speech acts must include aspects of language politeness to overcome the potential of conflict. [1] Language politeness can be seen in the communication process through verbal signs or language procedures; speakers must adhere to cultural norms, conveying the goals that speakers want to convey. Language procedures must also be under cultural aspects contained in the environment. society and the use of a language in the communication process

[6] A leader is elected expected to influence, manage, give instructions, and give direction to everyone who achieves certain goals. According to [7], student leadership is included in one of the "Self Guidance," which can create a level of self-confidence of students, maximize talent, and bridge students to develop the abilities that exist in themselves, such as the nature of patience, controlling emotions, and self-direction. [8]. Thus, students have directly pocketed the leadership attitudes that will be used in the learning process at school [9]. As a result, students can carry out their roles in school with a full sense of responsibility as students who participate in the learning process. [10] Talent/ spirit of leadership should plead to emphasize the characteristics of students from an early age so that students can prepare their leadership spirit in the future.

Research on politeness and directive speech acts and leadership talent has often been researched by previous researchers [10][11] [12] [13] [14] [15][16][17] [18] [17]. These studies describe the politeness of directive speech acts and leadership talent. This study aims to discuss the forms of politeness of speech acts that occur in the conversations of teachers and students. Previous studies have never researched speech acts containing leadership talent; therefore, this research needs to be done. The researcher describes the form of directive speech act politeness in teacher and student conversations.

The results of this study help increase knowledge about directive speech act politeness, adding knowledge and insight in the world of education, good language politeness procedures and good speech, and adding references for further research.

2. RESEARCH AND METHOD

Jenis penelitian ini menggunakan metode deskriptif kualitatif, dengan menggunakan This study uses a representative qualitative descriptive [19] to reveal the subject according to social facts, including linguistic phenomena. The data source in this study is teacher and student speech containing directive politeness and leadership talent. Data was collected by going directly to the field and then listening and note-taking techniques. The listening method is a method that presents data by listening to language users. The location of this research is SMA N 1 Ngawen. The researcher collected data on directive speech acts containing directive leadership politeness in the first stage. Secondly, researchers developed strategies for speech containing leadership talents data using pragmatic equivalent techniques. [20] The method was used to describe and determine the identity of a particular lingual unit by using a tool to determine what

is outside the language. As a result, found 12 data on the speech of teachers and students.

3. RESULT DISCUSSION

3.1 *Politeness of Directive Speech Act*

There are three reasons for politely using language in the interaction between the speaker and the interlocutor. First, the interlocutor is expected to understand what the speaker means. Second, after the interlocutor understands the speaker, they will look for other speech topics. Third, the speaker's speech is sometimes listened to by other people, but this third person has nothing to do with the interaction between the speaker and the interlocutor [12].

3.1.1 *Politeness of Speech Acts Ordering*

Directive speech acts are used when someone wants the interlocutor to do something. The speech was given in the form of a command

(1). Teacher: "*Coba kamu kesini dulu, hapuskan papan tulisnya* (You, come here, erase the writing on the blackboard)"

Murid: "*Nggih Bu sebentar* (Yes, mam, a second)".

The speech above is categorized as a directive speech act of ordering, in which the speaker expresses a request for the speech partner to come forward to meet him. The meaning of the speech above is that the speaker wants to instruct the students to erase the writing on the blackboard with the word "*kesini dulu* (you, come here)." The speaker should add the word "*Tolong hapuskan papan tulisnya* (Please erase the writing on the blackboard)" by using the word "*Tolong* (please)" to refine the directive to command and add politeness. The strategy used in the speech act above is a directive speech act strategy. The speech in the data above should be added with the humility maxim because the speaker did not use " *tolong* (Please)" for the listener to respect the speaker.

3.1.2 *Politeness of Speech Acts of Asking*

The directive speech act of asking is an attempt by the speaker to ask the hearer about what the speaker wants to know

Student: "*Tadi untuk soalnya dihalaman berapa ya Bu*? (What page is the question on, ma'am?)"

Teacher: "*Halaman 12, makanya kalau Bu guru menjelaskan itu focus* (Page 12, that is why you have to be focused when the teacher explains) "

The utterance shows that the speaker wants an explanation or explanation from the teacher about working on the problem. Students do not know what the teacher ordered. The speech conveyed does not contain directive politeness. The speaker should add the word "*Mohon maaf Bu, izin bertanya* (Sorry, ma'am, permission to ask)" so that the utterance contains the directive politeness of asking. The speech delivered by the speaker is a direct speech act because the speaker conveys the intention of his speech directly. The above utterance contains the maxim of sympathy in the speaker's speech who has given information to the speech partner who shows concern for the speech partner.

3.1.3 Politeness of pleading speech acts

This directive politeness request is one of the categories that ask the interlocutor to do something according to the speaker's wishes but filled with respect

Teacher: *"Tugasnya sudah sampai mana? Cepet diselesaikan sudah bel lho.* Where did the assignment go? Come on, finish it quickly, the bell has rung."

Student: " *Iya Bu sebentar lagi, mohon tunggu sebentar.* Yes ma'am in a moment, please wait a moment"

Teacher: *"Ya, cepet Ibu tunggu.* (Yes, hurry up; I'm waiting)."

The utterances conveyed by students in the data above already contain elements of politeness in speech acts because they use the lingual marker "*mohon* (please)." The implicature is that the speaker has not finished working on the given problem, so he asks his teacher to wait a moment. The politeness of this directive speech act is indicated by the sentence "*Mohon tunggu sebentar* (please wait a moment)." to ask the teacher to wait for the students to finish their assignment. The politeness act strategy is a directive because the speech intention conveyed by the speaker is stated directly. The above utterance contains the maxim of generosity in the sentence " *Ya, cepet Ibu tunggu* (Yes, hurry up, I'm waiting)" indicates that the speaker is happy to wait for the interlocutor to collect his assignments.

3.1.4 Politeness of prohibiting speech act

The prohibiting directive politeness act is a speech act that wants the speech partner not to do something or not to allow him to do something

Teacher: *"Soalnya dikerjakan sendiri lho! Tidak usah nyontek temannya !(Do it yourself! Don't cheat on your friends!)"*

Student: "*Lha soalnya susah og Bu* (Well, it's really difficult, Ma'am."

The speech delivered by the teacher can be categorized as an act of prohibiting directives. The phrase "*Tidak usah nyontek* (Don't cheat)" becomes a lingual marker for the politeness act prohibiting directives. The speaker intends that the teacher forbids students to copy the work of their friends. The utterance contains a directive forbidding politeness by using the word "*Tidak usah* (No need)," aimed at students who cheat on their friends. The directive politeness act strategy includes direct speech acts because the speaker conveys the intent of his speech directly. The above utterance contains the maxim of sympathy in the sentence "*soalnya dikerjakan sendiri* (Do it yourself)," which shows attention to the speech partner to not cheat on his friend because cheating is not a good thing.

3.1.5 Politeness of Borrowing Speech Act

This borrowing directive speech act is a speech act that wishes to borrow something from the speech partner according to the will of the speaker

Student 1: *Pinjam bolpointmu dong, punyaku tertinggal di rumah* (Lend your pen, I left mine at home)

Student2: *Tidak mau, bolpointku kemarin kamu pinjam belum kamu kembalikan* (No way, yesterday you borrowed my pen, and you haven't returned it).

Student 1's speech is categorized as borrowing directive speech. The implicature of the speech is that the speaker does not bring a ballpoint pen. The intention of the speech above is that the speaker wants to borrow a ballpoint pen from his friend, student 2, to work on the question. With the lingual marker "*pinjam* (lend)," the directive speech act of borrowing becomes strong, and the intention conveyed is also directly from the speaker. The speech does not contain politeness. The speaker should add the word "*Bisa minta tolong pinjam ballpoint* (can you please lend me a ballpoint)?" so that it looks more polite so that the speech partner is willing to lend. The speech act above does not contain the maxim of politeness, maybe the speaker can add the maxim of simplicity to his speech, and the speech partner adds the maxim of sympathy so that politeness can be established.

3.1.6 Politeness of Directives Inviting Speech Acts

Inviting directive politeness is a speech act that asks the speech partner to join in with the speaker's speech.

Student 1: *Ayo temani aku ke kantor untuk mengumpulkan buku* (Come, accompany me to the office to submit a book)

Student 2: *Nggak mau, aku malas berjalan jauh (*No way, I don't want to walk far)

The speech above is categorized as an inviting directive speech act, in which student 1 invites student 2 to accompany the book submission at the teacher's desk. The utterances spoken by student 1 do not contain the directive politeness of inviting. The speaker immediately uses the word "*ayo* (come)" at the beginning of the sentence, which indicates that student 1 seems to be forcing student 2 to accompany him to collect textbooks. Supposedly, student 1 added "*tolong* (please)" or "*mau apa tidak menemani aku* (would you accompany me)" to the speech so that it contains the politeness of the inviting directive. The above utterance does not contain the maxim of politeness. The speaker can add the maxim of simplicity by using the word "*Tolong temani aku* (please accompany me)" so that the speech partner wants to accompany him, while the speech partner adds the maxim of generosity to help the speaker

3.1.7 Politeness of Asking Speech Acts

The directive politeness act of asking aim is to ask and expect the speech partner to be given something or become a reality as requested by the speaker.

Student 1: *Gus, aku boleh minta kertas foliomu? Saya lupa membawa folio* (Gus, may I have your folio paper, please? I forgot to bring my folio)

Student 2: *Iya ini ambil saja tidak apa-apa* (Yes, just take it, it's okay).

Pada tindak tutur memohon di atas dapat diartikan siswa meminta kertas folio terhadap teman sebangkunya, dari konteks tuturan dapat diketahui bahwa siswa menggunakan tindak tutur direktif meminta kepada temannya supaya diberikan kertas folio dikarenakan siswa 1 lupa membawa folio. Kesantunan direktif ditandai dengan kalimat **"aku boleh minta kertas foliomu?"** menunjukkan bahwa penutur sudah menggunakan bahasa yang santun kepada mitra tutur. Kesantunan direktif pada data di atas juga sudah mengandung maksim kedermawanan dari penutur pada kalimat **"Iya ini ambil saja tidak apa-apa"** yang merupakan prinsip kesantunan berbahasa.

In the speech act of pleading above, the student asks for a folio paper from his seatmate. From the context of the speech, it can be seen that students use directive speech acts asking their friends to be given folio paper because student 1 forgot to bring the folio. Directive politeness is indicated by the sentence "*aku boleh minta kertas foliomu* (may I have your folio paper)," which shows that the speaker has used polite language to the speech partner. The directive politeness in the data above also contains the maxim of generosity from the speaker in the sentence "*Iya ini ambil saja tidak apa-apa* (Yes, just take it, it's okay)," which is the principle of language politeness.

3.2 Speech Acts Containing Leadership Talent

[21] Leadership is an interaction between two or more group members that often involves structuring or restructuring situations, perceptions, and expectations. [22] A leader is also certainly able to influence the nature of his subordinates or followers has the nature of confidence, honesty, fairness, responsibility, and others that can be exemplified to the followers.

3.2.1 Speech Act That Teaches Honesty

Teacher: *Kamu itu lo jangan sering berbohong*(You shouldn't lie often)

Student: *Tidak Bu, saya tidak berbohong* (No ma'am, I'm not lying)

Tuturan guru pada data di atas mengandung talenta *leadership*, maksud dari tuturan di atas adalah guru memberitahukan pada siswa agar tidak berbohong.Tuturan yang mengandung talenta *leadershi*p mengajarkan kejujuran pada kalimat guru "**jangan sering berbohong!**" penutur mengajak mitra tutur untuk berperilaku baik dan jangan suka berbohong kepada orang lain. Kejujuran merupakan salah satu sifat yang harus dimilik oleh pemimpin

The teacher's speech in the data above contains leadership talent, in which the teacher tells students not to lie. Speeches with leadership talents teach honesty in the sentence " *jangan sering berbohong* (you shouldn't lie often)!" The speaker asks the interlocutor to behave well and not lie to others. Honesty is one of the qualities that a leader must possess

3.2.2 Speech Acts That Develop Confidence

Teacher: *Tidak usah malu-malu, laki-laki disuruh kedepan saja malu* (Don't be shy, when the boys are asked to come to the front of the class, don't be shy)

Student: *Saya di tertawai teman-teman, Bu* (My friends laugh at me, Ma'am)

The teacher's speech in the data above contains leadership talent. The teacher asks the students to be confident when presenting in front of the class. Speech acts with leadership talents develop self-confidence in the teacher's sentence "*tidak usah malu-malu* (don't be shy)." This speech teaches students to be more confident to face something, one of which is when they are appointed to the front for presentations.

3.2.3   Speech acts that can convince others

Student 1: *Aku bingung kedepannya aku lanjut kuliah apa kerja ya*? (I'm confused, next. Should I continue my studies or work?)

Student 2: *Tidak usah bingung, Ikuti kata hatimu bagaimana ya dilakuin saja* (Don't be confused, just follow your heart)

The utterances expressed by student 2 contain speeches of leadership talents. The speech above means that student 1 tries to convince student 2 to follow his heart. Speech that contains leadership talent convinces others in student 2's speech " *tidak usah bingung, lha kata hatimu bagaimana ya dilakuin saja*. (don't be confused, follow your heart " has the intention of inviting student 1 to believe in his own decision. The reason is that student 1 can determine his future on his own

3.2.4   Motivating Speech Act

Teacher: *Kalau kepingin cita-citamu tercapai makannya belajar yang serius, ingat orang tua menyekolahkan juga memakai uang* (If you want to achieve your goals, then you have to study seriously. Remember your parents send you to school with money)."
Student: " *Inggih Bu siapp* (yes, ma'am)"

The utterances expressed by the teacher contain leadership talents that provide motivation. The meaning of the above speech is that the teacher motivates his students to study seriously. Speech that contains leadership talent motivates the sentence "*kalau kepingin cita-citamu tercapai makannya belajar yang serius*(if you want your goals to be achieved, then study seriously)" The speech has the aim of inviting students to study seriously to achieve the desired goals to be successful in the future.

3.2.5   Speech acts that teach justice

Student 1: *Aku besok hampiri berangkat sekolah ya, aku mau bonceng* (I'll pick you up tomorrow to school, okay, I want to ride a ride)

Student 2: *Gantian aku yang kamu hampiri biar adil , masa iya aku terus* (It's my turn to pick you up, so it's fair, not me all the time)

The students' statements in the data above contain leadership talents. The meaning of the above speech is that student 2 invites student 1 to take him to school. Speech containing leadership talent teaches justice in the sentence " *Gantian aku yang kamu hampiri biar adil , masa iya aku terus* (It's my turn to pick you up, so it's fair, not me all the time)." has the aim of asking student 1 to take turns to be fair so that student 2 does not approach student 1 to go to school.

3.2.6   Tindak Tutur yang Mengajarkan Bertanggung Jawab

Student 1: *Aku titip bukunya Nida ya, aku malas untuk mengembalikan* (I'll leave Nida's book with you, okay? I'm reluctant to return it)

Student 2: *Nggak mau, kamu yang pinjam kok aku yang mengembalikan , makanya jadi orang harus punya rasa tanggung jawab* (No, you borrowed it, should I return it? Be a person who has a sense of responsibility)

Student 1's speech above contains leadership talent. The meaning of the speech above is that student two asked student 1 to return the book he borrowed from his friend. Speeches with leadership talents teaching responsibility are marked with "*jadi orang harus punya rasa tanggung jawab*. (Be a person who has a sense of responsibility)". The purpose of the speech is so that student 1 returns the book he borrowed to the owner and so that student 1 has a sense of responsibility by returning the book he borrowed.

3.2.7 Speech Act That Teach Good Time Management

Student 1: *Hari Minggumu kemarin kamu apa saja?* (What were you doing on your last Sunday?)

Student 2: *Minggu kemarin aku mencuci pakaian, siangnya bersih-bersih rumah, malamnya belajar karena besok ada ulangan* (Last week I washed clothes, in the afternoon I cleaned the house, at night I studied because there was an exam in the morning)

The speech of student 2 above contains leadership talent. The speech above means that student 1 tells his activities on Sunday. Speeches that contain good time management leadership talents are marked in the

| 8 | Student | Humble |

Table 2. Leadership Talent Development Strategies in the Directive Speech Act of Teachers and Students

No.	Strategy	Developed Talents
1	Imitate	Humble attitude
		Confident attitude
2	Practicing	Good time management
		Motivate people
		Honest
3	Imitate	Responsibility
		justice

sentence "*Minggu kemarin aku mencuci pakaian, siangnya bersih-bersih rumah, malamnya belajar karena besok ada ulangan* (Last week I washed clothes, in the afternoon I cleaned the house, at night I studied because there was an exam in the morning)" which aims to invite student 1 to do useful activities. Student 1 can manage his time for useful activities by imitating student 2

3.2.8 Speech Act Teaches Humility/ Modesty

Student 1: *Kamu kok pintar sekali , ulangan kemarin dapat nilai bagus* (You are very smart, yesterday's test got good grades)

Student 2: *Ah tidak biasa saja kok, yang lainnya ada yang dapat nilai lebih bagus dari aku"* (Ah no, it's normal, there are others who get better grades than me)"

The speech of student 2 above contains the leadership talent of humility. The meaning of the above speech is that student 1 praises student 2, who gets good grades, and student 2 does not boast about getting good grades. Speech that contains the leadership talent of humility is marked in the sentence " *Ah tidak biasa saja kok.* (Ah, it's not normal)," which shows that student 1 is not arrogant because he gets good grades.
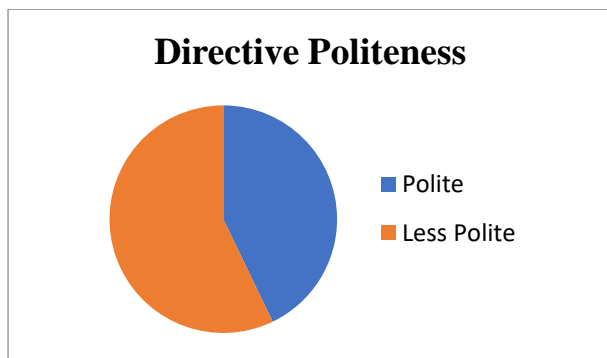

CONCLUSION

Based on the results and discussion in the previous section, it can be concluded that in research in learning with a study of directive speech act politeness and speech acts containing the leadership talents of teacher and student conversation in directive politeness there are 7 data. Three include polite speech, while the other four include less polite speech. The directive containing leadership talents found eight data: teaching honesty, developing self-confidence, convincing others, motivating, teaching justice, teaching responsibility, teaching good time management, and teaching humility. The directive that contains leadership talent can be developed by example, practicing and imitating it.

Table 1. Leadership Talent Findings in the Directive Speech Act on Teachers and Students

No.	Speaker	Leadership Talent Finding
1.	Teacher	Honesty
2.	Teacher	Develop self-confidence
3	Student	Convince others
4	Teacher	Motivating
5	Teacher	Teaching justice
6	Student	Responsibility
7	Student	Good time management

AUTHORS' CONTRIBUTIONS

Researcher Muttaqina Imama Wasanadiputra planned, implemented, collected data, analyzed, and wrote articles. The supervising lecturer in making this article provides guidance, input, direction on this research to completion

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