Teachers' Directive Speech in Character Building Values in Learning and Teaching Activities at SDN 05 Kebondalem Pemalang

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Abstract

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Language serves as a means of human communication. Through communication, it will bring up speech and speech acts. Teachers have an important role in students' character building in through speech acts during classroom teaching and learning activities. This study aimed to identify and analyze the types, functions and character values containing in the teachers' directive speech in learning and teaching activities at SD Negeri 05 Kebondalem Pemalang. The approaches used in this study were theoretical and methodological approach. The data were in the form of teachers' speech that contains the character values in learning and teaching activities at SD Negeri 05 Kebondalem Pemalang. The data were analyzed using SBLC technique. Based on the results of the study, the types of teachers' directive speech at SD Negeri 05 Kebondalem were requests, questions, requirements, prohibitive, permissive and advisories. Furthermore, the speech functions found were: approving, inviting, advising, instructing, allowing, dictating, requesting, directing, granting, assigning, suggesting, demanding, interrogating, organizing, requiring, pressing, pleading, prohibiting, counseling, wanting, limiting, and forgiving. The character values found were honest, discipline, responsible, polite, care, and confident. The results of this study are expected to be useful for the development of pragmatic, especially about the study of speech act directive.

INTRODUCTION

Language serves as a communication tool that only humans have. As social beings, humans are always in touch with others. Human relationships are shown by communicating. Through communication process, the speech events and speech act will occur. Speech act can also be said as language act that is part of the speech event (Yani, 2017). Speech event is the process of the occurrence of linguistic interaction in a form of a speech or more which involving two parties, namely speakers and interlocutors, with a single subject of speech, in certain time, space and situation. In the communicating process, speech events occur which involving speakers and interlocutors. During a communication, speakers express the speech with the intention of informing to their interlocutors. However, sometimes the speakers' intentions are not understood by their interlocutors. Context is the background that emerging a speech event. Therefore, context in a speech event is required (Afriany et al, 2016). Pragmatics is a linguistic branch about meaning related to the state of speech (Leech, 1993). The speech contains the meaning of the speech desired by the speakers according to the context. Meaning is created in human interaction, the meaning it self is basically formed based on the relationship between the symbol of communication and the users' mind (Amie et al, 2014). In this case, context serves as the basis for consideration to describe the meaning of speech in order to use the language during communication. One type of speech act is directive speech act.

Directive speech acts is sometimes also called impositive speech act. Directive speech act is the speech intended by the speaker so that the interlocutors perform the action mentioned in the speech (Rustono, 1999). Speakers express the attitude through the speech to be followed by the interlocutors so that the interlocutors perform the action in accordance with the intention of the speaker. Meanwhile, Ibrahim (1993) defines that the directive speech act is a speech act that expresses the speakers' attitude to the actions that will be done by the interlocutors. Ibrahim (1993) categorizes the directive speech act into six categories, namely: (1) requstives, (2) questions, (3) requirements, (4) prohibitive, (5) permissives, and advisories.

The use of language can be found in various aspects of life, one of which is learning-teaching activities in the classroom. Teachers have a very important role which is manifested in the form of dominating speech acts by the teacher during the teaching and learning activities. This is in line with the opinion by Purba (2011) that if the using of language as a communication tool is not appropriate, or does not correspond to its nature or rules, the communication process becomes hampered. Therefore, teachers should be able to provide example to students through their speech by paying attention to their use of language. The facts in the field indicate that teachers are still less in utilizing the importance of language usage in speech acts. Teachers often use less standard Indonesian language and use local language. Teachers also still ignore the importance of character building values. The speech to be chosen highly depends on several factors. The intention in the speech acts need to consider various possibilities of speech act according to the speakers' position, speech situation, and the possible structures in the language. Speakers tend to use language as necessary in communicating. The language selection by speakers is more directed to communicative language. Through a clear situation context, a communication event can run smoothly (Safrihady & Mardikantoro, 2017).

Based on the observation results conducted, the facts in the field indicated that teachers are still less in utilizing the importance of language usage in speech acts. Teachers often use less standard Indonesian language and several times use local language. Teachers also still ignore the importance of character building values during learning and teaching activities, such as in conversation between III grade teacher and the students below.

Teacher : *Kenapa kamu nggak ngerjain PR?*
Student : *Lupa, Bu.*

Teacher : *Nggak mungkin. Kemarin kan bu guru sudah bilang dikumpulkan hari ini. Berarti tadi malam kamu nggak belajar, ya!*

From the conversation above, the teacher asked the student why he did not do the homework. The student replied that he forgot his homework. Then, the teacher did not believe and reminding him that on the previous day, the teacher had confirmed that the homework should be collected on the next day. Furthermore, the teacher immediately concluded that the student did not study the previous night. It shows the discipline of students is still low as the results of Khuliyah's research et al (2014) which suggests that students have a fairly low discipline.

Character education has been a concern of the government, given that educated generations of Indonesia today is increasingly moving away from moral rules. Globalization gives positive and negative impact to every citizen of Indonesia. However, not every citizen responds to the negative impacts of globalization well. The decline of nation's moral quality is one of the negative impacts of globalization. We can see the declining moral quality of the nation from the many emerging cases that are not corresponds to the norm values live within Indonesian society (Kurniawan, 2015). According to Putro (2013), values derived from the mind that serves to encourage, direct human attitudes and behavior. Value as a system (value system) is one manifestation of culture, in addition to social and work system.

Ki Hajar Dewantara said that education is a cultural effort that aims to provide life guidance for the growth of children's body and spirit in order to be in their personal nature and the influence of their environment, they can obtain inner and outer progress toward the humanity (Ki Suratman, 1987). Teachers are not only required to provide learning about basic skills, such as reading, writing, and arithmetic. Moreover, teachers should also provide understanding and character building values that are integrated in the teaching and learning activities in the classroom. One of which is by utilizing the use of language in speech acts during teaching. A good speech act is expected to be able to build good character values in students, so that students can be motivated to speak good words and conduct good deeds as well. In the world of education, the humanist speech act is a speech act that raises a positive impression for the interlocutors. The criteria of humanist speeches among others are; polite, gentle, fun, reassuring, can motivate interlocutors, appreciate the opinions of others, friendly, and open. When associated with the world of education, the humanistic theory explains that the goal of learning is to humanize humans (Ariyanti & Zulaeha 2017).

Schools still have great hopes and potentials in character building by conducting the process of learning, coaching, and training directly to the students to character building values of education in everyday life. Therefore, learners are expected not only to have the brain intelligence but also emotionally and spiritually intelligent so as to have a positive impact on the quality of human resources as a whole (Sauri, 2010) in (Jayanti et al, 2015). SD Negeri 05 Kebondalem Pemalang is a primary school located in the city center. The school which has 305 students is one of the schools that attracted many citizens, especially Kebondalem residents. The school has 1 principal, 10 class teachers, 4 subject teachers, and 1 school guard. With a sufficient number of students and teachers, the school is expected to good character building values in students through the teachers' speech acts during the teaching and learning activities.

Some important reasons why this study is interesting to do, is that the directive speech acts of a teacher reflects the communication competence of a teacher in performing duties as educators, teachers' directive speech act also determines whether or not a teaching-learning activities are successful, teachers' directive speech acts also play a role in the character building values for learners. Therefore, the study of "Teachers' Directive Speech Act in Character Building Values on Teaching and Learning Activities at SD Negeri 05 Kebondalem Pemalang" needs to be done.

METHODS

In this study two research approaches were used, namely theoretical approach and methodological approach. The theoretical approach in this study is pragmatic approach, meaning that the researcher as discourse analyzer considering progressive linguistic phenomenon. Thus, the researcher uses a pragmatic point of view in doing his research. The pragmatic point of view seeks to find the meaning of good speech expressed either explicitly or implicitly behind a speech (Rustono, 1999). The pragmatic approach is an approach that uses the use of language as the main foothold, how the use of language in speech and how the speech is used in a particular context (Parker in Rustono, 1999).

The study on teachers' directive speech act in character building values on Teaching and Learning Activities were a qualitative descriptive research. This study aimed to describe and analyze the data in the form of type, function, and character values contained in the teachers' directive speech act. Descriptive research contains an overview as it is about a variable, symptoms, or circumstances.

The data in this study was a snippet of teacher conversation during learning and teaching activity in class IV A and IV B which assumed to contain directive speech acts. Pragmatic research of teacher's speech is an analysis from a pragmatic point of view. In this study the type and function of teachers' directive speech acts associated with the character building values were also studied.

Data collection techniques in this study were technique that was divided into two techniques, namely basic techniques and advanced techniques. The basic technique in this study was tapping technique. Researchers tap into the teachers' speech acts to obtain data. The advanced technique was translated into several techniques, namely (1) Uninvolved Conversation Observation Technique (UCO), which in tapping activity, the researcher did not participate in conversation between teacher and student, (2) recording technique, that was done along with UCO technique, tapping was done by using voice recorder and handycam, (3) record technique, that is recording the data on data card which then continued with data analysis technique. Data recording was done in the form of written language on the data card. The data card completed with data number codes that contain the recording number and teachers' serial number. The use of this data card was to facilitate the classification and checking of data. Researchers act as human instruments (planners, data collectors, data interpreters, data analyzers, and research reporters). It is intended in order that the researcher knows the form of research data that were really needed to answer the research questions and there are aspects of selection in the data retrieval from the data source. The validity of this study referred to Sugiyono (2009) which adapted to research analysis of directive speech acts in character building values on teaching and learning activities at SD Negeri 05 Kebondalem Pemalang. The validity test techniques used in this study were (1) extension of observation, (2) increasing perseverance, (3) discussion with friends, and (4) negative case analysis.

The data analysis technique used in this research was interactive model analysis technique. Miles & Huberman (1984), stated that the activities in qualitative analysis are conducted interactively and continuously because have been analysed completely so that they are saturated. Activities in analyzing data are reducing data, presenting data, and conclude data. Data were analyzed according to the problems studied. The steps in analyzing the data are (1) listening and recording class IV A and IV B teacher's speech during learning and teaching activity, (2) writing sentence that contain directive speech act, (3) transcribing data of teacher 's directive speech act, (4) observing and recording speech on the data card, (5) classifying and analyzing data into predetermined components based on the type and function of speech acts, (6) classifying and analyzing data containing character values, (7) concluding results analysis.

RESULTS AND DISCUSSION

The results of this study were the type, function, and character values contained in the teacher's directive speech acts on Teaching and Learning Activities at SD Negeri 05 Kebondalem Pemalang.

The types of speech acts found in teacher's brief conversation are (1) requestives, (2) questions, (3) requirement, (4) prohibitive, (5) permissives, and (6) advisories. Types of teacher's directive speech acts on Teaching and Learning Activities at SD Negeri 05 Kebondalem are described in detail in Table 1.

Table 1. Number of TTD Data Types on Teaching and Learning Activities at SD Negeri 05 Kebondalem Pemalang

Type	Amount
Requestives	38
Questions	138
Requirement	64
Prohibitive	4
Permissives	68
Advisories	23

The type of directive speech acts mostly found in the learning and teaching activities at SD Negeri 05 Kebondalem Pemalang was a question. This is because in teaching-learning activities, teachers often do question and answer with students. The speech act is a request in a special case, specifically in the sense that what is requested is that the interlocutors provide certain information to the speaker. Furthermore, the type of speech acts least found was the act of prohibition. The prohibition shows that when performing a speech, the speaker forbids the interlocutors to perform a particular act. Prohibitive is the least found, because during the teaching and learning activities the teacher rarely gives prohibition to students. The results of this study supported the results of previous research by Elminta (2013) that found the five forms of speech acts directive include: asking, commanding, comparing, advising, opposing.

The function of directive speech acts found in teacher's brief conversations in teaching activities at SD Negeri 05 Kebondalem Pemalang were (1) requestive speech acts which include the function of requesting, pleading, pressing, praying, and inviting; (2) questions speech acts which include the function of questioning and interrogating; (3) requirement speech acts which include the function of wanting, assigning, demanding, dictating, directing, instructing, organizing, and requiring; (4) prohibitive speech acts which include the function of prohibiting and limiting; (5) permissive speech acts which include the function of approving, allowing, granting, and forgiving; (6) advisories speech acts which include advising, counseling, and suggesting. The functions of teacher's directive speech acts on Teaching and Learning Activities at SD Negeri 05 Kebondalem are described in detail as shown in Table 2.

Table 2. Number of TTD Data Functions on Teaching and Learning Activities at SD Negeri 05 Kebondalem Pemalang

Functions	Amount
Requestive	11
Pleading	2
Pressing	3
Praying	2
Inviting	20
Questioning	134
Interogating	4
Wanting	1
Assigning	8
Demanding	5
Dictating	14
Directing	10
Instructing	16
Organizing	5
Requiring	6
Prohibiting	3
Limiting	1
Approving	42
Allowing	16
Granting	9
Forgiving	1
Advising	15
Counseling	2
Suggesting	6

In this research, 24 functions of directive speech act were found. The mostly found function is the asking function. The next functions found include approving, inviting, advising, instructing, allowing, dictating, requesting, directing, granting, assigning, suggesting, demanding, interrogating, organizing, requiring, pressing, pleading,

prohibiting, counseling, wanting, limiting and forgiving. The result of this research is supported by previous research result by Etikasari (2012) that is form and function of speech act directive in class discourse include ordering, asking, solicitation, insistence, prohibiton, suggesting, and persuasion.

The character values found in teacher's brief conversation in the teaching and learning activities at SD Negeri 05 Kebondalem are (1) the honest character value, (2) the discipline character value, (3) the responsible character value, (4) the polite character value, (5) the caring character value, and (6) the confident character value. The character values contained in the teacher's directive speech acts on Teaching and Learning Activities at SD Negeri 05 Kebondalem are described in detail as shown in Table 3.

Table 3. Character Values in Teacher's TTD on Teaching and Learning Activities at SD Negeri 05 Kebondalem Pemalang

Character Value	Amount
Honest	24
Discipline	15
Responsible	16
Polite	16
Care	21
Confident	27

Teaching and learning activities at SD Negeri 05 Kebondalem which were divided into two classes were found 119 speech acts containing characters values including: honest, disciplined, responsible, polite, caring, and confident. The mostly found character value was confident character. Furthermore, it was followed by honest, caring, responsible, and disciplined character. The confident character value was found because during the teaching and learning activities, there are students who are embarrassed to express their opinions, so the teacher tries to motivate the students to be confident. The result of this study supported the results of previous research by Judiani (2010) that the character education is interpreted as an education that develops the values of the characters in the students themselves so that they have values and character as a character of

himself, applying these values in his life, as a member of society and citizens who are religious, nationalist, productive, and creative.

CONCLUSION

Based on the result of the research, it can be concluded that the type of teacher's directive speech acts in the character building values on teaching and learning activities at SD Negeri 05 Kebondalem Pemalang includes the type of requestives act, questions act, requirements act, prohibitive act, permissive act, and advisories act. The function of teacher's directive speech acts in the character building values on teaching and learning activities at SD Negeri 05 Kebondalem Pemalang includes the function of 1) requestive speech acts with the pragmatic function of requesting, pleading, pressing, praying, and inviting; (2) questions speech acts with the pragmatic function of questioning and interrogating; (3) requirement speech acts with the pragmatic function of wanting, assigning, demanding, dictating, directing, instructing, organizing, and requiring; (4) prohibitive speech acts with the pragmatic function of prohibiting and limiting; (5) permissive speech acts with the pragmatic function of approving, allowing, granting, and forgiving; (6) advisories speech acts with the pragmatic function of advising, counseling, and suggesting. Values of character contained in teacher's directive speech act containing on teaching and learning activities include honest character, discipline character, responsible character, polite character, caring character, and discipline character. The result of this study are expected to be useful for the development of pragmatic, especially about the study of speech act directive.

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