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Analysis On Teachers' Politeness Strategies In Directive Speech Act In The SMAN 19 Medan

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Abstrak

Bahasa adalah alat penting yang kita gunakan dalam kehidupan sehari-hari. Secara umum, bahasa digunakan sebagai alat untuk menyampaikan informasi. Dalam menggunakan bahasa, penutur harus memperhatikan bahasa yang digunakan. Hal ini hendaknya dilakukan pengguna bahasa untuk menghindari atau meminimalisir kesalahan dalam menyampaikan informasi kepada pendengar. Penelitian ini bertujuan untuk mengetahui jenis tindak tutur dan strategi kesantunan apa yang digunakan oleh calon guru ketika mengajar kelas daring. Penelitian ini diharapkan dapat memberikan gambaran bagaimana tindak tutur dan strategi kesantunan dapat mempengaruhi kegiatan pendidikan. Penelitian ini merupakan penelitian deskriptif kualitatif. Penelitian ini dilakukan dengan menggunakan dua langkah. Langkah pertama peneliti adalah mengamati bagaimana calon guru menggunakan strategi tindak tutur dan kesantunan di kelas online. Kemudian peneliti akan melakukan wawancara kepada subjek penelitian atau guru prajabatan untuk memverifikasi data yang telah diamati. Dalam melakukan penelitian ini, peneliti menggunakan dua teori sebagai landasan penelitian. Teori pertama adalah teori jenis tindak tutur Searle dan teori strategi kesopanan Brown dan Levinson. Penelitian menemukan bahwa jika calon guru menggunakan lima jenis tindak tutur, yaitu representatif, direktif, komisif, ekspresif, dan direktif. Penelitian ini juga menemukan bahwa guru calon guru lebih banyak menggunakan tindak tutur direktif dalam pengajaran di kelas daring dibandingkan jenis tindak tutur lainnya. Selain penggunaan tindak tutur, penelitian ini juga menemukan bahwa calon guru juga menggunakan empat strategi kesantunan dalam mengajar kelas online. Keempat jenis strategi kesantunan tersebut adalah botak-onrecord, kesantunan positif, kesantunan negatif, dan off-record.

Kata Kunci : *Bahasa Inggris, pembelajaran, strategi kesantunan, tindak tutur*

ABSTRACT

Language is an essential tool that we use in our daily life. In general, language is used as a tool to convey information. In using language, speakers must pay attention to the language used. Language users should do this to avoid or minimize errors in conveying information to listeners. This study aims to determine what types of speech acts and politeness strategies are used by pre-service teachers when teaching online classes. This research is expected to provide an overview of how speech acts and politeness strategies can affect educational activities. This research is a qualitative descriptive study. This research was conducted using two steps. The researcher's first step is to observe how preservice teachers use speech act and politeness strategies in online classes. Then the researcher will conduct interviews with research subjects or pre-service teachers to verify the data that has been observed. In conducting this research, the researcher used two theories as to the research foundation. The first theory is Searle's theory of speech act types and Brown and Levinson's theory of politeness strategies. The study found that if pre-service teachers use five types of speech acts, they are representative, directive, commissive, expressive, and directive. This study also found that pre-service teachers used more directive speech acts in teaching online classes than other types of speech acts. In addition to the use of speech acts, this study also found that pre-service teachers also use four politeness strategies in teaching online classes. The four types of politeness strategies are bald-onrecord, positive politeness, negative politeness, and off-record.

Keywords: *English, learning, politeness strategy, speech act*

INTRODUCTION

SMAN 19 Medan is an educational goal develop intelligence and potential the character of the child at his golden age. By therefore, early childhood education organized according to the established educational principles. Among them, through the learning model which is packaged in a play while model learning or learning while playing. Playing is a child's way of learning able to explore students abilites know the surroundings, discover, and make use of nearby objects with student (Depdiknas,2007a:10). Through play activites, realized or no, the student has learned something that useful for his life (Yus,2011:33). In this way, education that taken does not burden the child, however actually provide experience learning for student.

Student of this age are children which is still in the process of growth development. student learn in a way imitate those who are in environment. Hurlock (1980:107-108) mentioned that early student referred to as the early period children constitutes the age group, age exploring, asking age, imitating age, and creactive age. Furthermore, explained that the most prominet in the period it is a child imitating speech and the actions of others. Therefore teacher's role in achieving goals

junior high school education can not be seen one eye though in principle learning center is in the student.

The presence of the teacher in the class is not only as a teacher but also as educator and mentor. By therefore, the teacher must be good at creating conducive atmosphere. These conditions can be created by choosing the word and the right words when communicating with students. Although more teachers keep real examples in the learning process speak. Therefore, the teacher's language is one possible factor help create a learning environment conducive.

In the interaction in class, teacher many use the follow directive to achieve learning goals. In convey the directive action of the teacher required to have the competence accordance with academic qualification standards and competence of SMAN 19 teachers. One core competencies that teachers must possess Kingergarten is "communicating effectively empathetic, and polite with student's (Ministry of Education, 2007b:5). In other words. Qualifications of a school teacher can also determined by the teacher communicate. School teachers are required to be able to convey information, ask questions, ruled, even, banned students with language that is polite, effective, and in an empathetic way.

The teacher's language is tangible the sentences spoken as well as the tone and gestures that accompany speech. Chaer and Agustina (2010:21-22) mention it with linguistic aspects and aspects paralinguistics. Both aspects establish language communication. Aspect paralinguistics related to distance and body movements. More specifically, Taylor (1990:43) calls it gestures, which are hand movements to apply pressure during a conversation happen directly. Therefore, a student teacher must understand strategy communicate effectively, empathetically, and courteous during the interaction process learning. Learning interactions must be awakened cyclically starting from (1) setting up conditions psychological students, (2) provide questions or assignments as invitations to student to responde, (3) response students, and (4) the teacher's reaction to the response student's (Ministry Of National Education, 2007b:5).

Use of directives in the process of learning interaction between teachers and students are certainly influential in learning activities and processes modeling for students. Teachers as community members will be deemed to have able to set an example for children when the teacher's speech and action are appropriate with prevailing social values public. Therefore, that language said the teacher must be polite because of the language is a personal reflection of the speaker. In other words, indirectly the language spoken by the teacher is embodiment that can show values socio – cultural values of the speakers community. Suyitno (2004:88) explains that

language can not ignore norms and social values related to ethical values, namely decency, custom, and fairness. Thus, politeness normality, and fairness of a teacher in the process of exemplary development students language ability is based on the prevailing social values the social environment

Based on this exposure can it is known that interaction activities learning in student can not be separated from the teacher's activities information, ask questions, and reign. Every speech and action student teachers can be role models for students. Therefore, the speech of the teacher be an interesting topic to research. Considerations chosen by the teacher when speaking for provide directive action to students certainly can describe politeness teacher's language, especially in action directive. Therefore, the researcher intends describe how the strategy teacher's directive act politeness.

The directive act is one of the speech acts that must be conveyed by the kindergarten teacher in empachatic, effective, and polite language during learning interaction. A directive speech act is a speech act performed by the speaker with the intention that si the listener perform the action mentioned in the utterance, forexample ordering, plead, and challeng (Gunawan, 1994:85-86). In line with this, Yule (1996:93) defines that a directive speech act is a speech act used by the speaker to order others to do something, for example requests, oreders, and giving suggestions. In addition, Rahardi (2005:36) states that directive speech acts are utrerances that intended by the speaker to make an impact so that the speech partner takes action, for example ordering, commanding , pleading and advising.

Searle (In Gunawan, 1994:85), suggest directive speech acts are divide into five kinds, namely (a) the directive speech act of ordering is the speect act spoken for ordering the speech partner to do what the speaker says, (b) the directive speech act of asking is a speech act that politely asks the speech partner to do something he wants speakers, (c) the directive speech act of suggesting is the speech act off suggesting partners said to do something good according to the speaker for the speech partner and the speaker itself, (d) the directive speech act of advising is an utterance that the speaker does for advising or reminding the interlocutor of something he will do and, (e) challenging directive speech act is a speech act to motivate someone to want do something we say or say. Through this utterance, the speaker tries so that the speech partner is challengend to do what he says.

A directive speech acts is a speech act in which the speaker tries to ask the speech partner to do or not to do something. Directive speech acts are prospective, meaning that someone

cannot order another person to do something in the past. Like other speech acts, directive speech acts presuppose a certain condition to the speech partner according to the context.

Based on the observation that. I have the context

Context : Melisa is one the homeroom teachers for SMA Negeri 19 Medan, the teacher Melisa was hot so she told one of the students to open the door.

Teacher : Hello students do you mind if i ask you to open the door.

Based on the observation that. I have the context

Context : Melisa`s teacher also told her students to memorize the material and sing together.

Teacher : ok students i will start and i want us to sing together with the material song.

METHOD

A. Research Design

This research would be applied descriptive qualitative method. This method intended to describe everything related to the topic of the research. The researcher describes about politeness strategies used by students and the most frequent politeness strategies used by students in EFL classroom interaction.

B. Research Subject

This research conducted in SMAN 19 MEDAN as the place of the research. Subject of this research was taken from the students.

C. Research Instrument

The instrument in this research was observation. Observation was conducted to find out the real or factual situation of teaching and learning process. Marshall as cited in Sugiyono (2018) stated that through observation, the researcher learns about behavior and the meaning attached to those behaviors. To collect data the researcher was used hand phone to record teaching and learning process and also fulfill observation checklist. Observation checklist is a list of things that an observer was going to look at when observing in classroom.

D. Procedure of Data Collection

The data collect through the following procedure:

1. The researcher would meet the teacher to know the schedule.
2. The researcher would employ direct recording in the first step to get the data. The record would be do in the classroom and would record the politeness strategies used by students and the most

frequent politeness strategies used by students in EFL classroom interaction. During the recording process, the researcher also fulfills the observation checklist.

3. After all the recording process would carry out subsequent transcript of recording in the analysis, the results of the analysis of this data would be easily understood.

E. Technique of Data Analysis

Miles and Huberman as cited in Sugiyono (2018) stated that there some steps in analyzing the data, there are:

1. Data Collection

The researcher collected data through observation teaching and learning process in classroom interaction. The data that had been collected through video recording would be transcribed into written form.

2. Data Reduction

The researcher formed into group of data by choosing the important matter and classifies the data based on the problem statement. The researcher also made a code by giving bold, italicize and underline word or sentence in transcript to know students' utterances that include bald-on record, positive politeness, negative politeness and off record.

3. Data Display

To display the data, the researcher was analyzing data that had been collected.

4. Conclusion

The researcher made conclusion appropriate based on the data obtained.

Research Findings And Discussion

A. Research Findings

In this case, the researcher found that there were 28 utterances which included politeness strategies where the lecturer uses the four strategies proposed by Brown and Levinson, namely three off-record, three on record-bald on-record, ten on-record-negative politeness and three are twelve on-record-positive politeness. It can concluded that politeness strategy which is often used by lecturers in conversation are on-record-positive politeness and on-record-negative politeness strategies. Meanwhile, the most rarely used by lecturer are off-record and on-record-bald on-record strategies.

Table 1. Politeness Strategies in Directive Speech Act

No	Types of Politeness Strategy in Directive Speech Act	Realization	Score	Percentage
1.	Off-Record	- Be in Complete	10	2,5 %
		- Implicature (using the theoretical questions)	5	1,25 %
2.	On-Record-Bald On-Record	- Using Imperative Form	10	2,5 %
		- Requesting	5	1,25 %
3.	On-Record-Negative Politeness	- Pessimistic	5	1.25 %
		- Express Respect	30	7.25 %
		- Apologize	5	1,25 %
		- Minimize Respect Load	5	1,25 %
		- Asking a Question or Asking Reason	10	2,5 %
4.	On-Record-Positive Politeness	- Using Group Identity	5	1,25%
		- Markers (greeting forms, jargon, and dialects).	5	1,25 %

In this table of types politeness strategies in directive speech act the researcher found data in which there are 4 types of politeness strategy in directive speech act, namely: Off-record which has 2 types of realization, the first being Be in Complete and the second with a score of 10 and a percentage of 2,5% implicature (Using the theoretical questions) and has a score of 5 at percentage of 1,5%, then in the second types there is On Record Bald on Record whose realization there are 2 types, the first is Using Imperative Form with a score of 10 at a percentage of 2,5% and secondly, Requesting has a score of 5 at a percentage of 1,25%, at number 3 there is the On Record Negative Politeness type which has 5 realization, the first: Pessimistic with a total of 15 data and a percentage of 3,75% the second is Express Respect with a total of 15 data and percentage of 3,75% , in Apologize there are 5 total. Data with a percentage result of 1,25%,

Minimize Respect Load has 5 amounts of data with a percentage of 1,25% Asking Question or Asking Reason has 10 amounts of data with a percentage result of 2.5% and the last serial number is number 4. There are types On Record Positive which has 2 types of realization. The first uses group identity with 5 amounts of data and a percentage of 1,25% the second type Markers (greeting forms,jargon,and dialects) has 5 amounts of data with 1,25%.

B. Discussion

In the findings section, the researcher presents the results of the research briefly, while in this section, the researcher will give deep explanations of these results. This section is divided into two parts. There are the discussion of the first and the second data. Then, to support the discussion, some examples of lecturers' utterances are presented.

1. The Types of Teacher`s Politeness In Directive Speech Act at SMAN 19 Medan

Based on Searle (in Tanudjaja, Mariani,& Chandra, 2021) Directive speech act in which the speaker instructs the hearer to do some action through an utterance. The speaker is the English teacher and the hearer is the student. The teacher delivers what she want in order to make the student do a certain thing. The teacher in the ten grade student of SMAN 19 Medan.

The researcher concluded that the English teacher mostly used question directive speech act in teaching and learning process at ten grade student of SMAN 19 Medan. Question displayed by the speaker to receive a response,answer,or even information from the hearer. The mean is the teacher get a response,answer,or even information from students. The question directive speech act often arise because the teacher wants to keep the class more active while maintining interaction,discussion,question and answer with the student.

2. The Dominant Types of Teacher Politeness Strategies In Directive Speech Act at SMAN 19 Medan

The use of politeness strategy by teacher was dominated is on Bald record strategy. Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Bald-on record commonly uttered by speaker who has higher authority or more powerful than hearer. The use of bald on record strategy was reflected when the teacher uttered command to the students. By using this strategy the addressee possible to easy catch the speaker mean, so misunderstanding can be avoided (Brown and Levinson 1992).

The use of politeness strategy was dominated by positive politeness strategy. The speaker uses positive politeness strategy because he can satisfy hearer`s positive argument,to some respect (Brown and Levinson 1992). It is reflected when the student giving a respect to the teacher

even though they did some jokes. From doing this strategy, the students can minimize the face threatening acts by assuring the teacher that she considers them to be of a same kind she likes them and wants their wants.

The use of politeness strategy actually they knew that the teacher means, but they still asked when they should do it. They want the teacher knew that they did not do it now, but tomorrow or the other times. Besides that the student can emphasize friendly context by doing some jokes.

CONCLUSION

According to Brown and Levinson (1987) Based on the findings and discussion of the data in the previous chapter, several conclusions can be drawn from the conversation's teachers in the question and-answer process in class. There are several types of politeness strategies used by teachers in conversation, including off-record, on-record-bald on-record, on-record-negative politeness, and on-record positive politeness.

Based on the problem above, The researcher found types of out from researcher teacher politeness are in directive speech acts in SMAN 19 MEDAN schools. and secondly, The researcher found the most dominant politeness strategy in directive speech acts. 1.the researcher from my problem formulation that the types of strategic politeness in speech acts at SMA 19 Medan are off record, on record, positive politeness and negative politeness. 2. The researcher also that the most dominant types of strategic politeness in speech acts are positive politeness because they use more positive words or sayings in them.

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