



TEACHER STRATEGIES IN DIRECTIVE SPEECH ACT ON THE GROWTH OF PANCASILA CHARACTER IN STUDENTS

STRATEGI GURU DALAM TINDAK TUTUR DIRECTIVE UNTUK PEMBENTUKAN KARAKTER PANCASILA PADA SISWA

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Abstract:

This study aims to describe the teacher's speaking strategy in forming the character of Pancasila students. This study uses a qualitative descriptive approach with a pragmatic approach. Research data obtained through observation and in-depth interviews. Data analysis was carried out using the qualitative research by reducing data, presenting data, and drawing conclusions from existing data. The results of the study indicate that the use of directive speech acts is of the type of ordering, asking, advising, warning, and inviting. The strategy used is to speak frankly without further ado with positive politeness and the strategy to speak frankly without further negative politeness. The profile of Pancasila students as illustrated by the teacher's directive includes the values of mutual cooperation, independence, critical thinking and noble character.

Keywords: Speech Strategy, Directives, Teachers, Pancasila Student Profiles

INTRODUCTION

The teacher's speech act is a form of verbal and nonverbal communication reality that takes place in social interaction learning in the classroom. In pragmatic studies, an utterance is seen from a context. This is in line with the opinion (P. Brown Levinson, SC., & Levinson, SC, 1987) that pragmatics is the study of the

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relationship between language and context. Context here is a determining factor in the meaning of an utterance. In addition, (G, 1983) states that pragmatics is the study of meaning in relation to speech situations. Teacher plays a role of good communication in learning. If the teacher makes mistake in the speech act, the communication goal is not achieved.

Similar research related to the study of speech acts include: (Maruti, 2022) and (KN, & Irwan, N., 2021). The results of this study examine the speech strategies used by Javanese speakers to express their apologies. The results showed that the strategies used were (a) praising first, (b) sympathizing, (c) using group similarity markers, (d) seeking or asking for opinions, (e) making offers and promises, (f) giving reasons, (g) salute, (h) admit fault, (i) strongly plead, and (j) repeat apologies. The tendency of Javanese people to say sorry means politeness strategies in communicating.

Choose the right speech strategy will save the face of interlocutor. According to (Searle, 1985) A directive speech act is an utterance made by the speaker with the intention that the speech partner performs the action mentioned in the utterance. Therefore, speakers use speech strategies and place the function of directive speech acts in the context of the right speech situation by the speaker. Sometimes, choosing the wrong strategy of speech act can make threaten to interlocutor face, And the strategy of speech act namely positive politeness and negative politeness. According to Grice and Searle in (Leech, 1993), the speech function is used when discussing the meanings of these aspects. Besides that, (Leech, 1993) argues that different situations require different types of verbs and different degrees of courtesy.

An utterance will have a positive and negative impact on the listener. A speech can change a person's personality. Therefore, teacher as a role model has to build student personality. Based on the results of field observations, it was found that teachers who have good and polite personalities have a positive impact on changes in student behavior at school. This is the basis for thinking that the accuracy of a teacher's speech strategy can shape the character of a student's Pancasila. Based on these,

METHOD

This research includes qualitative descriptive research using descriptive and qualitative methods. The data of this research are the directive speech acts of Indonesian teachers in learning at school. The process of taking verbal data from the teacher's speech was carried out by involving four teachers. The research instrument was the researcher himself by using blanks in the form of formats, tape recorders, digital cameras, paper, and pens. The data were collected using the free listening technique, the conversational taping/recording technique, and the note-taking technique. In order for the data obtained to be truly guaranteed the validity of the researchers did several things including; first, deepening of observations by

re-listening to the recordings and re-checking the data found; second, triangulation, and third, referential adequacy.

RESULT AND DISCUSSION

In this study, the TTD used by the teacher was (1) asking for 19 utterances, (2) ordering as many as 71 utterances, (3) suggesting six utterances, (4) warning as many as two utterances, and (4) inviting as many as one utterance.

1. Types of Teacher Speech Acts in the Learning Process

a. Directive Speech Act to Request

The directive speech act of asking is a speech act put forward by the speaker with the intention of asking the speech partner to carry out the action as intended by the speaker in his speech. Example:

- (1) Teacher (Yanti) :I hope nothing comes out!
Student :Yes, thump (some students)
Student 1 (Anto): Oi, have a seat.

The context of the speech above is a teacher named Yanti telling students who are in the classroom during class hours to stay in the classroom because there are some students who are still standing near the entrance. The strategy used by the teacher is a strategy of speaking outright positive politeness by using teacher used positive learningThe answer "yes, boo" indicates that students pay attention to the teacher's wishes. Then the answer was answered by one of the students, namely Anto who gave an answer telling his friends who were still standing to sit down. The strategy used by Anto is to speak with negative politeness by using a group identity marker (greeting form, dialect, jargon, or slang) namely the greeting word "oi".

The strategy used by teacher is indirect speech strategy to remarked the student. This utterance provides an satire for students to be sensitive to class situation. This strategy can maximized profit for himself and minimizing profit for student. Thats strategy can building Pancasila character namely dicipline and respect to the other.some student give approval and command to teh student who violate the teacher's request.

b. Directive Speech Acts to Ordering

The directive speech act tells this to use positive and negative politeness strategies with a substrate like the following speech.

(2) Teacher: Alright, no more sound, we have a little time left.

Student : Yes, Mam! (all students simultaneously answer the teacher's speech)

The context of the speech about the teacher asking the student to did'nt make some noise in exercise. The strategy with substrategy states a reciprocal relationship that the teacher does to tell students to focus. Students give quasi-approval by giving a "yes" answer to the teacher. Even though after the answer the students were still discussing and making sounds when completing the exercise. Student only gives statement but did not the action. After finish the exercise, the teacher does not get angry and take the student assignment sheet. This utterance does not form the noble character of students because students do not keep their promise to be silent.

c. Directive Speech Act to Warn

It is a speech act used by the teacher so that students take action, heeding the warning given as intended by the speech. The type of sdirect speech act to warns in the speech below using a substrate like the following speech

(3) Teacher: ego..why are you busy at there?

Student 1 : He playing cellphone, Mam.

Ego : Yes, I have saved

The context of the speech above is a teacher reprimanding a student who is playing smartphones during Indonesian language lessons. The teacher asks the Ego using positive politeness strategies by asking questions or asking for reasons. The teacher's questions were answered by students using positive politeness strategies to intensify the listener's attention by dramatizing events or saying that the ego does not listen to learning but plays smartphones. The ego sits in the back seat so the teacher doesn't pay much attention to it if the students are doing other activities. But the ego responded by closed the smartphone in a bag and replied that he had saved it. The ego shows approval and concern for the teacher's request to take lessons seriously and leave other work. The teacher's speech aims to create students' critical reasoning and noble character that in the learning process students must be serious and listen to the material from the teacher. Students must not violate the rules for using smartphones in the classroom during the learning process.

(4) Teacher: Whose item this, Kid?

Student 1 : Oops, sir!

Teacher: Who owns this shirt and soccer ball?? I'll take it if does not haved.

Student 2 : Not mine, sir.

Student 3 : The student in other class sir.

The context of the speech above is a teacher asking students about the ownership of sports clothes and soccer balls that are on the teacher's desk. The teacher asks questions using negative politeness strategies using a group identity marker greeting "kid" to all students in the class. Students respond by asking the teacher again about the previous question and feel they did not hear the question with negative politeness strategies by asking questions. The teacher threatened the students to take the items and use it at home, but other students answered by giving uncertain answers. The speech is only based on student estimates because they do not know the ownership of the item. This proves that students still pay attention and answer the teacher's questions even though they do not know the ownership of the item. Students still pay attention to the teacher's wishes for his questions

d. Inviting Directive Speech

It is a speech act used by the teacher to invite the students referred to in his speech. The directive speech act invites in this speech to use a strategy such as the following speech.

(5) Teacher: Now let's get on with the government system!

Student : Oke, Buk.

The context of the speech above is when a Citizenship subject teacher invites students to open textbooks on government system materials. Students are invited to take out books and read material about the material. The teacher uses positive politeness strategies to minimize the burden on the interlocutor. The teacher only invites students to continue with the material on the government system, even though the teacher wants students to take out the book and read the material contained in the book. Students answer "yes" by doing what the teacher wants. The strategy used by students is a negative politeness strategy by paying attention to the teacher's wishes and giving approval by carrying out these instructions

e. Directive Speech Acts to Suggest

It is a speech act put forward by the teacher to give suggestions to take the action as intended in the speech. Direct speech act to suggests that in the speech below, use the same group identity marker substrate as the following speech.

- (6) Teacher : We mixed PPH and PBB or can it be written on a paper?
Student : Yes, ma'am. (students prepare one sheet of paper and put it on the table)

The context of the speech above is that a civics teacher advises students to combine the answers of PPH questions with PBB in one paper. The teacher uses a negative politeness strategy by offering an offer to combine answers on one sheet of paper.

The form of the teacher's directive speech tends to be conveyed in the form of indirect expression. It is based on the habits and culture of the speaker or teacher. Minangkabau people usually use figurative language when talking to younger people with the aim of making the person wise and not offended by his words. The teacher's habit of using expressive language is indirectly to minimize the level of continuity and the threat the teacher faces to student answers. The teacher does not use greetings or names of students who are ordered by the teacher so that the teacher can save face from student disapproval when doing teacher prohibitions.

As known, Minangkabau people tend too express their feeling or desire by rymes or petatah-petitih. Minangkabau people's have metaphotical way of thingking as embodiment from philosophy of "*Alam Takambnag jadi Guru*". In addition, language behavior of Minangkabau people's tend to metaphors. The meaning of the speech is inversely proportional to what is said (Anwar in Octavianus, 2005). The concept of Minangkabau community built through the form, nature, and characteristics of nature which are metaphorized into all aspects of life to be used as teaching and views of life (Yendra, 2016).

As has been determined by the Minister of Education and Culture Number 22 of 2020 regarding the Strategic Plan of the Ministry of Education and Culture for 2020-2024 which reads: "Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independent, critical reasoning, and creative (Juliani & Bastian, 2021). 'Character building' has become a fashionable catchphrase across all sectors of education in Indonesia in recent years (Suparno, 2010). This concurs with one of the objectives of the Education Act of 2003 to produce citizens who possess high morals and noble character. In 2011, the Ministry of



National Education published the 'Guidance for the Implementation of Character Education. Character education can be achieved with religious education (Maruti, 2022) and (Hoon, 2014). This statement is in line with the profile of Pancasila students that the formation of student character is realized by cultural education and religious education which is realized from a speech. The results of the study explain that a teacher's speech can instill Pancasila values in students including: the value of mutual cooperation, independence, critical thinking and noble character integrated through the learning process (Istinah et al., 2021).

CONCLUSION

Based on the results of the data analysis conducted, it can be concluded that (1) the teacher's directive speech acts in learning are realized in the form of asking, ordering, warning, inviting, and suggesting. The teacher's speaking strategy in learning is realized with various speech strategies, namely frankly strategy without further of positive politeness with two substrategy which include: 1) indirect expression, 2) do not mention the speaker and the interlocutor and negative politeness strategies with 4 substrategies which include 1) intensifying the listener's attention by dramatizing events or speech, 2) using group identity markers (greeting forms, dialects, jargon, or slang), 3) making offers or promises, 4) asking questions or asking for reasons, paying attention to listeners.

Next conclusion based on student speech act. The students always use negative politeness speaking strategies when responding to answers from the teacher's speech. There were 7 politeness substrates used by students, namely 1) paying attention to listeners' preferences, desires, and needs, 2) exaggerating attention, approval, and sympathy for listeners, 3) intensifying listeners' attention by dramatizing events or speech, 4) using group identity markers (greeting form, dialect, jargon, or slang), 5) avoiding disagreement by pretending to agree, pseudo-agreement, 6) involving speakers and listeners in activities, and 7) asking questions or asking for reasons. Students always give appreciation and approval to the teacher's orders

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