

POLITENESS OF VERBAL AND NON-VERBAL DIRECTIVE SPEECH ACTS IN THE TENTH GRADE STUDENTS' LEARNING PROCESS OF SMA NEGERI 1 MATARAM

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Abstrak

This research aims at knowing: (1) the realization of politeness of verbal and non-verbal directive speech acts of students, (2) deviations on politeness principles of students' directive speech acts, and (3) the determining factors to the politeness and non-politeness of verbal and non-verbal directive speech acts for the Tenth Grade students of SMA Negeri 1 Mataram in the process of learning in the classroom. Research subjects in this study were the teachers who taught Indonesian, English, Economics, History, Mathematics, Religion, Civics, and Natural Sciences (*IPA*), and all students who are in class X of *IPS* 2, *IPA* 1 and *IPA* 3 in SMA Negeri 1 Mataram. This research belongs to qualitative descriptive study. The data were collected using observation method. The results of this study showed that: (1) there is the emergence of speech acts of the verbal and non-verbal directive of the students in the learning process, such as directive speech acts of *rebuking*, *commanding*, *banning*, *advising*, *asking*, *reminding*, *satirizing*, *suggesting*, *threatening*, *rebuking*, and (2) there is deviation of the principle of politeness of directive speech acts that is deviation of principle of *one maxim*, *two maxim*, and deviation of *three maxim*, and (3) there are influencing factors for the politeness and non-politeness of verbal and non-verbal directive speech acts of students in the learning process, including linguistic and non-linguistic factors.

Keywords: *verbal and non-verbal politeness, directive speech acts, learning process*

I. INTRODUCTION

Language is a mirror for a person's personality even a mirror for the nation's personality. It means that through language, personality of a person or a nation can be known. Language plays an important role in establishing good relationships between people. Language is also the main medium of communication in a society. In language one can express thoughts, feelings, ideas and abilities to others in a particular social group. Language is always used by humans in various concepts to meet the needs of his life. Therefore, language politeness is reflected in how to communicate through verbal and non-verbal signs. There must be mitigation, the increasing power which is based on the speaker and hearer relative social distance (Skewis, 2003: 185). When communicating, humans are subject to cultural norms, not just conveying ideas we think about. As a tool of communication, languages are encouraged to function not only as a means for human communication, but more important to function to be a guide to general human values, tolerant attitude development tool to the values of the worlds (Zerkina, Lomakina, & Kostina, 2015: 260). Language procedures should be in accordance with the cultural elements present in the living community and the use of a language in communication. Speaking activity is very necessary to assume the principle of courtesy. Language politeness can be seen in the process of directive speech acts done in the learning process. This is realized through the act of asking, making question, advising, commanding, prohibiting and others.

In the process of communication, the norms are visible from verbal and non-verbal behavior. Verbal behavior in a directive speech, for example, is seen in how the speaker expresses the command,

necessity, or prohibition of doing something to the speech partner, whereas non-verbal behavior is apparent from the accompanying physical gestures. Differences in values, attitudes, culture, ethnicity, social practices, political beliefs, sexuality, religion etc., mean that people hold many different world views and make very different meanings of life conditions (Tesoriero, 2006). Sociocultural norms require that people to be polite in interacting with each other. Distance of social interaction can be seen from politeness and the power of addressee would be accompanied indirectness increases (Skewis, 2003: 186). Important points regarding the success of social interaction arrangements through language are those strategies that take into account the status of speakers and speech partners. The school community in SMA Negeri 1 Mataram is a multicultural school community typology. Multiculturalism is seen from almost some students of SMA Negeri 1 Mataram coming from different cultures, ethnics, languages, and social backgrounds. In addition, the Indonesian language is one of the second languages (B2) after the local language. As a result, the understanding of Indonesian is increasingly difficult. Not only from the structural language but also at the understanding of the meaning of speech for some students is difficult to obtain. Multiculturalism happens almost in every area. It results in multilingualism to the society in the area. It is so far believed that multilingualism can be a direct indicator of cultural and social wealth (Yaman, 2015: 768).

This condition leads to that language politeness can be viewed as an attempt to avoid conflicts between speakers with speech partners. Politeness is essentially a matter of taking into account the feelings of others as to how they should be

interactionally treated, including behaving in a manner that demonstrates appropriate concern for interactors' social status and their social relationship (Brown, 2015: 326). In this case, language courtesy is (1) the result of the implementation of the rule, the social rules, and (2) the result of communication strategy election. Language politeness is important wherever individuals are. Every member of the community believes that the language skills applied reflect the culture of a society. Moreover, every society always has a social hierarchy imposed in groups of their members. This happens because they have determined certain judgments, for example, between teachers and students, parents and young people, leaders and led persons, employers and workers, as well as other status. Politeness is conventionally attached to certain linguistic forms and formulaic expressions, which may be very different in different languages and cultures (Brown, 2015). In addition, contextual factors also cause language politeness to be applied. Successful use of language politeness strategies creates effective communication to enable the learning process to take place properly and can achieve maximum learning outcomes. Another thing that is not less important in providing value of assistance in communication is nonverbal language. Results of research conducted by Dr. Albert Mehrabian at the University of California, Los Angeles, turns out that only 7 percent of communication results are determined by the use of words. The understanding of the message is 38 percent based on tone of voice, and 55 percent based on facial expressions, gestures, body position, and other forms of nonverbal communication. In the context of face to face communication, Bowden (2010: 6) classifies the use of words as verbal language, the use of tone and body language as a non-verbal language.

The criterion of speaking politeness, especially directive politeness, is not only measurable from the verbal aspect alone, but nonverbal aspects also become an important factor to note. In communicating, the norms of politeness are evident from both verbal and nonverbal behavior, in which they support each other. For example, verbal behavior in the tutorial of the pleading directive told by a student to the teacher is, "I apologize sir, I forgot to bring my book." This vow will be more polite if supported by non-verbal behaviors of crooked head movement and facial expression which shows remorse. Every time we talk to other people, from what we say, the body is equipped with dozens of gestures, eye movements, posture changes and facial expressions. Even sometimes we do not realize these movements, especially if it is a habit that we usually do in certain situations. Thus the importance of language politeness, then, at least between teachers and students as well as between students and other students is fitting to use polite languages so that effective learning process can be achieved, so that it will produce the desired learning outcomes maximally.

The use of directive acts in the learning

process can be viewed as speech acts. Speech is a theory that attempts to examine the meaning of language based on the relationship of speech and actions performed by the speaker. Speech act plays a crucial role in the communicative competence development of language learners (Hiani, 2015). Based on this, the use of language, especially in acting directive speech in the context of learning in the classroom, can be studied based on the theory of speech and pragmatic actions. Speech theory is used to study the types of speech and pragmatics used to examine the form, function and strategy of speech acts. In addition, (Leech, 1983) in acting speech should pay attention to the four principles of politeness, for politeness in acting speech regarding the relationship between communication participants, namely speakers and listeners. To be polite in acting speech, the speakers use the sentence in his speech politely without having to offend the listener. The four principles that must be observed when acting speech is; 1) the politeness principle in language describes that there are a number of polite maxims that are in common with the cooperative principle proposed by Grice. The maxims expressed by Leech include; the maxims of wisdom, generosity, praise, humility, agreement, and maxim of inferiority; 2) the use of the word prohibition which is the expression of society for the solving of a number of behaviors or speech that may adversely affect the speech or community member; 3) the use of euphemism, which is a smoothing expression. The use of this euphemism should be applied to avoid negative impression; and 4) the use of the word honorific, which is the expression of respect for speaking and greeting others.

II. METHODS

The objects studied in this research as shown in the proposed problem, namely: (1) the realization of politeness of verbal and non-verbal directive speech acts of the tenth grade students of SMA Negeri 1 Mataram in the process of learning in the classroom, (2) deviations of the principles of politeness of verbal and non-verbal directives speech acts in the learning process, and (3) determining factors for the politeness and non-politeness of directive speech acts of the Tenth Grade students of SMA Negeri 1 Mataram in the process of learning in the classroom.

Based on these criteria, the data sources consisted of: (1) all students of SMA Negeri 1 Mataram who were at the tenth grade class, that is the class of *IPS 2*, *IPA 1*, and *IPA 3* who were divided into 36 students per class, and (2) teachers who taught subjects of Indonesian, and entered into subjects tested in the National Exam. Thus the data sources consisting of teachers were teachers of: (1) Math (2) Natural Science, (3) Economics, (4) History, (5) English, and (5) Religion and of Civics.

The selection of students was done using purposive sampling method because it is very closely related to the contextual factors and most students who were at SMA Negeri 1 Mataram were multilingual students, which in other words, the Indonesian language becomes the second language

(B2) after the local language.

Data collection was done using observation method. Data taken in this research is oral data, both speech done by teacher and student in learning process at SMA Negeri 1 Mataram with technique of *simak bebas libat cakap* 'freely listen, involved, speak' and recording technique. Technique *simak bebas libat cakap* was done by listening to the event said and recorded it, whether involved in it or not directly involved and recording techniques, namely by recording all events such utterance. The recorder was hidden unnoticed by the participants.

III. DISCUSSION

The important finding of this research is that the politeness of the form of verbal and non-verbal directive speech acts directed by teachers to students, students to teachers or between one student and others in SMA Negeri 1 Mataram are in the form of directive speech *commanding* and *asking*. This is, then, followed by directive speech acts of the forms of *prohibiting*, *advising*, *scolding*, *reminding*, *insinuating*, *suggesting*, *threatening*, *rebuking*, and *praying*. If sorted, the number of the occurrence of the dominant form of speech emerged is *questioning* 41.00 percent with non-verbal appearance 40.02 percent, *commanding* 28.05 percent with non-verbal appearance 24.04 percent, and the third sequence of speech form is *reminding* 10.07 percent with the emergence non-verbal 09.00 percent, followed by *scolding* and *advising* with a percentage of 5.75 percent with non-verbal 5.00 percent, while *quipping* acts is 3.59 percent with non-verbal 3.33 percent, and *threatening* is 2.15 percent by 2.05 percent non-verbal appearance, and *recommending* act and *prohibiting* and *praising* by 1.43 percent with non-verbal emergence of 1.05 percent.

The results of this study also show that all forms of directive speech happening in the learning process of the tenth grade students is dominated by teacher's speech to students. In the form of a directive speech, for example, the speech that is spoken by the teacher to the students and the students' speech to the other students amounted to 41.00 percent of speech with 40.02 percent non-verbal inclusion, in which the directive's speech of *asking* occurs during the presentation in the class. The domination of teacher and students' speech during the learning process is normal, considering the pattern of mastery by a teacher. However, the more dominant students who can cause the occurrence of speech in the interaction should be noted. The teacher is conditioned not to be given the opportunity to question the use of her language. Students' tuition on this form is more straightforward, less polite, less cautious in the use of speech, and more relative expressions accompanied by high intonation. Meanwhile, ideally an interaction that occurs in the classroom is the attitude of mutual respect for opinions and the provision of opportunities in creativities. Generally, this ideal form of interaction is balanced between teacher and student, and there is even a possibility of

more dominant students in liveliness, while the teacher is only a companion and guide to more independent learning. This kind of interaction is very well applied to the activities in the classroom. Speeches on this form of interaction do not vary much with the speech on teacher-dominated interactions. The only difference is the appreciation of students' opinions and creativity without the mental pressure that motivates them. This is in line with the objectives of the School-Based Curriculum (KTSP) which requires teachers to conduct varied education in the classroom with cooperative learning model developed by.

Another important finding, if the number of occurrences of shape and deviation of the principle of speech acts on the teacher's speech to the students is sorted, the most dominant one appearing is the principle deviation with the maxim of wisdom of 32.43 percent. Followed by the emergence of philanthropic principle deviation of 13.51 percent, principle deviation agreement of 12.16 percent, deviation of principles of praising of 9.45 percent, deviation principle deviation of 4.31 percent, double deviation, the wisdom and generosity of 5.40 percent, followed by deviation of three maxims, praise, wisdom, and an average deal of 2.70 percent, for example, deviations from the principle of maxim of wisdom in the directive speech that occurs in the speech of students to other students. Examples of spattering utterances, using harsh words accompanied by non-verbal irregularities, i.e., unhappy faces, high voices, and bulging eyes when grabbing something from the hands of his friend. This appears to be in line with the research conducted by I Nengah Suandi, Made Sri Indriani, and I Gede Nurjaya with the object of Verbal Communication and Verbal Communication Act in the use of *Sor Singgih Basa Bali*. One of the results of the research is that not all acts of verbal communication belonging to the form of respect/smooth, harmonious or accompanied by non-verbal communication act form of respect. It can be explained that in terms of form and function, it seems that non-verbal communication act form of respect that really serves to honor the said partner is much more limited than non-verbal communication act form of freedom. In this activity, all speeches of respectful form are accompanied by body language belonging to the form of respect as well (Sriasih in Suandi, 1996). Speech politeness used to express acts of directive can be seen from the choice of words and non-verbal things that accompany the speech based on the principles of politeness that exists. The principle of politeness in question is (1) the speech is not compelling and does not seem arrogant (Formality scale, (2) optional scale, (3) the impression is friendly and friendly, (4) the speech indicates respect for the status more (6) the speech is indirect or does not offend the opponent of speech for example if possible, if not objection, and so on, (7) pay attention to non-verbal aspects such as traits sound (sound), kinetic element or sometimes also called gesture (gesture).

Relevance of Research of I Nengah Suandi, et

al (1996) with this recent study is both are examining the acts of speech verbal and non-verbal directive. However, I Nengah Suandi, et al (1996) focuses more on more polite language and leads to a culture called *Sor Singgih Basa Bali*. Meanwhile, this research describes the realization of politeness of verbal and non-verbal directive speech acts of students who are increasingly far from the etiquette of language between the young person and the old one who now actually began to fade with the times, and discuss the deviations of principles and factors that affect the politeness in the act of speech.

The form of polite directive speech act generally found in the speech acts in the classroom results from the serious situation and there are teachers (who have differences in social distance and status with students) so that students are able to control their speech. However, there is also a form of speech that is not polite in speech events in the class as described above. From the data listed on the intensity of the emergence of the principle of decency directive speech also turned out not all verbal speech followed by non-verbal statements. For example, on the principle of politeness of directive speech disclosure of teacher's disclosure to students, there are some of the speech is not followed by non-verbal statements. Negative words expressed by teachers to students such as scorn, In addition, the existence of factors that influence the politeness and the language of speech in speech verbal and non-verbal directives of class X students SMA Negeri 1 Mataram in the class is the linguistic factor and non- language. The factor of the discourse consists of applying proper diction, polite language style, and good and correct sentence structure, and intonation, while the non-linguistic factor consists of topics of conversation, the context of the situation, and socio-cultural institutions.

All speeches delivered to the students, teachers and students to the other students, if conveyed by paying attention to the principles of politeness, wisdom, generosity, appreciation, simplicity and sympathy, the results of the speech will get a good responses from speech partners, and will create a conducive learning process so as to achieve learning objectives. The importance of ethical education and character to the foundations of thinking, attitudes and behaviors of learners that depart from the education of values, morals, manners, provided by teachers as educators not just as a teacher. A character educator, who has a firm belief based on the nature and purpose of education, will have high morale to perform his duties as an educator. Courtesy of teacher's speech in character education has values that are very important to understand how the ethics or attitudes of teachers. In interacting with students, especially on the process of teaching and learning polite language is the most appropriate tool used to communicate. The students should be nurtured and directed to be polite, because students are the next generation. When the students are left unfairly speaking then it is not impossible that existing languages can be lost.

The main values that teachers need to have in

order to foster students to be decent children include tolerance, exemplary love and intellectual, emotional and spiritual intelligence. Previously, if there is a deviation of the principle of either the teacher to students and students to other students will involve responses obtained from speech partners are unfavorable and even can be fatal. As a result the learning process will be hampered and impact on not achieving the desired learning objectives. This research is expected to give enlightenment that politeness is one of character education or characteristic of character building. This is greatly appreciated not only in the school community, but also in society at large. Proficient language teacher is very important to be able to reduce the situation that is less comfortable when there is a problem in the learner. Teachers who are polite will be very helpful for students to know their identity, develop skills and especially will feel appreciated. With the award it will grow a high confidence. Conversely language can make learners feel inferior, lack of confidence and feel humiliated in front of friends, consequently leaners cannot undergo maximum development.

IV. CONCLUSION

Based on the results of research and discussion about the politeness of directive speech acts of the tenth grade students of SMA Negeri 1 Mataram in the process of learning in the class, the realization of directive speech acts is found as much as a speech, the realization of *commanding, prompting, prohibiting, advising, asking, scolding, remind, satirize, threatening, rebuking, and praising*.

The deviations of the principle of verbal and non-verbal courtesy of the tenth grade students' directive speech acts in the learning process at SMA Negeri 1 Mataram occur on the principles of (a) wisdom, (b) cadre, (c) praise, (d) humbleness, (e) agreement, and (f) inference. All these irregularities occur simultaneously with non-verbal deviations, such as high intonation, ridicule, pointing with index fingers, unfriendly face, bulging eyes, angry and full of emotion. The deviation of this principle is not only done by the teacher to the students but also the students to the teachers and students to other students (among the students). The factors that determine the politeness and non-politeness of directive speech acts of the tenth grade students in the process of learning in the class, including linguistic and non-linguistic factors. Linguistic factors include; (a) proper use of diction, (b) the use of polite style, (c) the use of correct and correct sentence structure. In addition to the above three aspects, there are some aspects of decency in spoken verbal language, among other aspects of intonation (the softness of intonation when speakers speak to the speech partner) and aspects of tone (related to the emotional atmosphere of speakers, such as official tones, jokes or jokes , mocking tone, angry tone, and sarcastic tone). The non-linguistic factors include (a) the topic of discussion, (b) the context of the communication situation, and (3) the socio-cultural order of society. Factors that cause

indifference in Indonesian form of speech directive, namely (a) do not know the rules of politeness that should be used when speaking and (b) it is difficult to abandon the old habits in the first language culture so that it is still carried in new habits (Indonesia). In addition to the above factors, there are several other factors that can inhibit or thwart the communication so that the speech often seems impolite. These communication inhibiting factors, among others (a) speaking partners are not interested in the content of the information conveyed by the speaker, (b) the speech partner is not pleased with the way the speaker communicates, (c) the speaking partner does not understand what the speaker means, and (d) if answering a question or inquiring, the counterpart is in fact violating an agreed code of ethics, such as not raising hands when asking or providing feedback in group discussions or class presentations. In addition, most students deviate from friends and teachers. One of them is when the student acts mostly with emotional encouragement. Resulted speeches are *shucks*, *sunding*, *impatency*, *blended brain*, and *ngowos*.

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