Directive Speech Acts on Discussion Based on Gender Perspective

Tri Pujiati, Wawan Gunawan
Universitas Pendidikan Indonesia
Bandung, Indonesia
Tri_pujiati@student.upi.edu, wagoen@upi.edu

Abstract—**This research was conducted as an effort to describe the politeness of directive speech acts used by students from interdisciplinary backgrounds. This research method is a qualitative descriptive study involving a sociopragmatic approach. Data were obtained from the field by taking research subjects from 3 different study programs: Biology, English Literature, and Public Health. The sociopragramatic analysis indicates that the directive speech act used by the students during the discussion process include asking permission, giving permission, asking questions, and asking for understanding. The sentence mode used in directive speech acts serves to ask for permission, give permission, and evaluate an understanding of the given questions. From a gender perspective, this study found that the speech of male and female students vary structurally to give different sense of politeness.**

Keywords—directive speech; gender; politeness; sociopragmatics

I. INTRODUCTION

An interesting language phenomenon to be used as an object of research is the politeness of the language spoken by students, especially the language used during discussions in formal forums. This research has been motivated by the researchers' anxiety as one of the instructors of Indonesian Language courses in several different study programs. Formal discussion as a media for conveying ideas and ideas in formal situations and formal language is often disrupted by the use of less formal language used by several students in formal discussion forums. Based on a preliminary survey of students from various study programs that I taught showed that almost 90% said that they were not used to using Indonesian properly and correctly because they were affected by the use of various non-formal languages in their daily lives.

Brown and Levinson argue that language politeness is interpreted as an effort by speakers to maintain self-esteem, or face, speakers or listeners [1].

This study focuses on language phenomena associated with language politeness in speech acts. Austin and Searle stated that in the practice of using real language there are three kinds of speech acts, namely, (1) locutionary acts, (2) illocutionary acts, and (3) perlocutionary acts. In formal discussion activities, speech acts that are often found are directive speech acts [2,3]. Leech also suggests that directive speech is about asking to do or not to do [4]. The way in which politeness is identified is by looking at the choice of words in the speech acts [5].

The issue of politeness in directive speech acts has been documented in many studies. For example, Anggraeni investigated directive, assertive, and expressive speech acts carried out on students in the Indonesian Language and Regional Language Education Study Program at Muhammadiyah Jember University [6]. The study shows that politeness in the speech act of students was still very lacking, while a variety of informal and non-formal languages always occurs in discussions. Putri, Manaf, and Abdurahman shows another study focusing on directive speech acts used by the teacher and his politeness [7]. The focus of the research is only on the politeness of directive speech acts through direct and indirect strategies. With regard to gender analysis, Shirin Kazerooni and Shams showed that there was no significant difference from the differences in gender based speech acts on the requesting or invoking speech acts [8].

Based on this background, this study seeks to complement previous research by finding the politeness of student directive speech acts during class discussions in Indonesian language courses. This study focuses on the politeness of the directive actions of interdisciplinary student directives based on gender perspective. This research is worth doing for several reasons. First, this study attempts to uncover the form and form of speech acts of students from different disciplines through gender perspective. Second, students and lecturers need to understand the procedures for communicating in formal discussions in the classroom by using correct Indonesian language so that the politeness of a student's language can be reflected in their speech. Third, it is necessary to prove the difference in student language politeness based on a gender perspective through directive speech acts.

II. LITERATURE REVIEW

A. Language Politeness

Politeness is seen as the realization of appropriate social behavior developed by the community to facilitate interaction between humans. Lakoff said that the politeness of speech can be observed from three things, namely in terms of formality, indecisiveness, and the rank of alignment or their persistence [9]. The more informal, the less assertive, the lower the level of alignment, so that the speech will have a lower grade of

politeness. On the contrary, the more formal, the more assertive, and the higher the distance of his perseverance, the higher the gradation of politeness. Modesty is ordered as a social phenomenon followed by several consequences that adopt a courtesy approach. This will lead to serious consideration of the evaluation of lay people on politeness-speaking behavior [10].

B. Speech Acts

In conversations speech acts often occur. This term comes from English "speech act" which means speech act, but there are some who translate it using speech acts. Searle in his Speech Acts an Essay in The Philosophy of Language argues that at least there are three types of actions that can be realized by a speaker, locutionary acts, illocutionary acts, and perlocutionary act [3].

C. Directive Speech Acts

Directive speech acts are speech acts intended by the speaker to make an influence so that the partner speaks the desired actions [3]. Leech also suggests that directive speech (directive) is called an impossive speech, the speech that the speaker asks the speaker to do or not do what is said [4]. These types of speeches are graded according to politeness, namely the principle of weighing (tact maxim) about minimizing the cost of other maximizing benefits of others "reducing the loss of other people (speakers), multiplying the profits of other people. Leech categorizes speech acts that speakers tell instructors to do or not do as a competitive function [4]. Directive speech acts are speech acts that embody the efforts of speakers so that the speech partner does something [11].

III. METHOD

This study uses a qualitative approach because this study produces descriptive findings in the form of words about people or observable behavior [12]. The findings were explained further from the sociopragmatic perspective. Primary data in the study were obtained from the lecture process during the discussion activities in the class. The object of this research is students in three different study programs from the University, English literature Study Program at Pamulang University, Public Health Study Program from Stikes Kharisma Persada, and Biology Study Program from State Islamic University in Jakarta. The selection of the 3 study programs was because the researchers were involved during the learning process of the Indonesian Language Course and there were differences in study programs which caused different speeches during the discussion activities.

Data sources in this study are divided into two, namely primary data sources and secondary data sources. The primary data source in this study is student speech across study programs, namely English Literature, Public Health Study Program, and Biology Study Program from UIN Jakarta. The secondary data sources in this study are books, internet, or reference material that can provide information related to this research.

The data analysis techniques applied in the study are: first, the researcher recorded the student speech during the

Indonesian language lecture: Second, the researcher classifies and determines the form of directive speech acts during discussions based on a gender perspective; third, the researcher made an analysis of language politeness used in directive speech acts based on a gender perspective; fourth, interpretation of directive speech acts on discussions.

Characteristic of respondents is as seen in table 1.

TABLE I. CHARACTERISTIC OF RESPONDENT

No	Study Program	Gender	
		M	*F*
1.	Biology	7	7
2.	English Literature	7	7
3.	Public Health	7	7
Total		21	21

This study uses respondents who come from different study programs. Based on table 1.1 it can be seen that the number of respondents as the object of research was 42 students consisting of 21 male students and 21 female students. The use of language by students can be seen in the table 2.

TABLE II. VARIATION OF LANGUAGE USED BY RESPONDENTS

No	Study Program	Indonesian Language		Local Language		Foreign Language	
		M	*F*	*M*	*F*	*M*	*F*
1.	Biology	7	7	7	7	0	0
2.	English Literature	5	6	7	7	7	7
3.	Public Health	7	7	7	7	0	0
Total		19	20	21	21	7	7

Based on table 2, it can be seen that students across study programs use Indonesian, regional languages, and foreign languages in daily life. However, based on the results of surveys and interviews with these students, it was found that the Indonesian language they used was non-standard Indonesian. The use of standard Indonesian is only used in formal situations. This is what causes students to feel difficult when they have to convey ideas in Indonesian language.

IV. RESULTS AND DISCUSSION

A. Resulta

The following are data findings that show the form of directive speech acts from interdisciplinary students.

TABLE III. THE FORM OF DIRECTIVE SPEECH ACTS

Directive Speech Acts	Biology		English Literature		Public Health	
	M	*F*	*M*	*F*	*M*	*F*
Asking Permission	7	7	0	0	7	7
Giving Permission	7	7	0	0	7	7
Asking Understanding	7	7	7	7	7	7
Asking Question	7	7	7	7	7	7

The directive speech act found in cross-disciplinary student discussion activities based on a gender perspective can be seen on the table 3 above. From the table above, it can be seen that the directive speech acts that often appears are asking for permission, giving permission, asking for understanding, and asking questions about the discussion. Biology and public health study program have the same way of using directive speech acts. Different things can be seen in the English Literature study program where no speech acts were asked to ask permission and to invite. However, the form of speech used between men and women has little difference. The following is data analysis related to the form of student directive speech acts:

B. Forms of Directive Speech Acts across Science Disciplines

Below is the example of the way the students use directive speech acts for asking permission:

1) Male directive speech acts: Below is the example of directive speech acts on discussion.

S2   : *Assalamu'alaykum Warahmatullahi Wabaraktuh. Nama saya Muhammad Farhansyah dari kelompok 4 ingin bertanya?*

Assalamu'alaykum Warahmatullahi Wabaraktuh. My name is Muhammad Farhansyah from group 4, want to ask?

S1   : *Iya, Silakan!*

Yes, please!

S1   : *Hal-hal apa saja yang harus diperhatikan jika ingin melakukan pengembangan paragraf? Terima kasih.*

What things should be considered if you want to develop paragraphs? thanks.

S2   : *Assalamu'alaykum warahmatullahi wabarakatuh. Saya akan menjawab pertanyaan dari farhan, tadi kan farhan bertanya hal-hal apa saja yang harus diperhatikan jika ingin melakukan pengembangan paragraf. ...., jelas kan?*

assalamu'alaykum warahmatullahi wabarakatuh. I will answer questions from Farhan, before Farhan asked what things should be considered if you want to develop paragraphs. ...... is it right?

S2   : *Iya jelas. Makasih.*

   Yes, it's clear. Thanks

- Asking permission

From the data above, we can see the speech act used by male students when asking permission to ask. In the directive speech acts, it is clear that the utterance used to ask permission is "Assalamu'alaykum Warahmatullahi Wabaraktuh. Nama saya Muhammad Farhansyah dari kelompok 4 ingin bertanya? Or Assalamu'alaykum Warahmatullahi Wabaraktuh. My name is Muhammad Farhansyah from group 4, want to ask?"

The directive speech acts are indeed often used as an attempt to ask permission when asking questions to the partner. The sentence mode used by speakers is a question sentence

which in written language is characterized by the use of question words (?) and question intonation in spoken language.

This question sentence is used by speakers for the purpose of asking permission before starting to ask questions in the discussion forum. In the use of the question sentence, it can be seen that speakers use incomplete question sentences that seem to be informal. The student uses the phrase "ingin bertanya? Or want to ask?" directly to the presenter. This indicates that that he uses less polite because of the using of informal language in formal situation.

- Giving permission

The directive speech acts are a directive speech acts that is often found at the time of the discussion. This utterance has a function to give permission to the speech partner who wants to ask. This directive speech acts are usually spoken by presenters to students who want to ask questions.

It can be seen that male presenters invite speakers by saying "*iya, silakan" or yes, please*! The sentence mode used is the command sentence. This sentence is expressed by the speaker directly and has the purpose of allowing students to ask in the discussion forum. From this utterance, it can be seen that the speaker uses informal language when giving permission, so it can be concluded that he uses less polite language.

- *Asking questions*

The directive speech acts that is often found in formal discussion activities is that TTS asks questions. This directive speech acts is often used by speakers with the intention of asking for explanations to speakers. In the data above, it can be seen that speakers use question sentences to ask the speech partners.

In male speakers like the data above, it can be seen that the question sentence used is a complete question sentence, as in the following quote: "*Hal-hal apa saja yang harus diperhatikan jika ingin melakukan pengembangan paragraf? Terima kasih. Or What things should be considered if you want to develop paragraphs?"*

The question sentence is spoken by using a complete and clear question sentence structure. The question that is formed by using WH question is spoken by the student in formal situation so it can be categorized as polite language that is used in discussion forum.

- Asking for understanding

When the discussion process takes place, the presenter usually asks about the understanding of the student who asks. The sentence mode used is the question sentence. In the above statement, it can be seen that the male presenter asks for clarity to the speech partner by using informal sentences, as in the following quote, "*jelas kan*? Or is it right?"

In the speech, it can be seen that the use of the question sentence is "*jelas kan? Or is it right?"* indicates that speakers use direct sentences. The purpose of using direct sentences is to ask the partner. The using of the directly sentence above makes the sentence incomplete and less polite when used in formal situation.

2) Female directive speech acts: Below is the example of directive speech acts on discussion:

S5: *Assalamu'alaykum warahmatullahi wabarakatuh. Saya nada nisrina amri dari kelompok 2. Saya ingin bertanya?*

assalamu'alaykum warahmatullahi wabarakatuh. I tone Nisrina Amri from group 2. I want to ask?

S2: *Baik dipersilakan!*

Welcome!

S5: *Apa perbedaan antara teknik pengembangan paragraf berdasarkan ilustrasi dan berdasarkan contoh? Terima kasih*

What's the difference between paragraph development techniques based on illustrations and based on examples? Thank you

S3: *Selanjutnya saya akan menjawab pertanyaan dari Nada, Nada bertanya tentang perbedaan beberapa teknik pengembangan contoh dan ilustrasi, teknik pengembangan paragraf jenis ini dikembangkan dengan cara menggunakan contoh dan ilustrasi….*

Next I will answer the question from Nada, Nada asks about the different techniques of developing examples and illustrations, this type of paragraph development technique was developed by using examples and illustrations ...

S5: *iyaaa*

Yes

S3: *paham kan?*

right?

S5: *iya paham*

I see

- Asking permission

In the data above, we can see the speech act used by female students when asking permission to ask. It is clear that the utterance used to ask permission is the following the sentence "*Assalamu'alaykum warahmatullahi wabarakatuh. Saya nada nisrina amri dari kelompok 2. Saya ingin bertanya? Or assalamu'alaykum warahmatullahi wabarakatuh. I tone Nisrina Amri from group 2. I want to ask?*"

The directive speech acts are indeed often used as an attempt to ask permission when asking questions to the partner. The sentence mode used by speakers is a question sentence which in written language is characterized by the use of question words (?) and question intonation in spoken language.

This question sentence is used by speakers for the purpose of asking permission before starting to ask questions in the discussion forum. It can be seen that female speakers more fully using the complete sentence and used pronouns "*saya*" or "I" when asking that question.

- Giving permission

This utterance has a function to give permission to the speech partner who wants to ask. This directive speech acts are usually spoken by presenters to students who want to ask questions.

In directive speech acts above, it can be seen that female presenters invite speakers by saying, "*Baik dipersilakan! Or Welcome!*

The sentence mode used is the command sentence. This sentence is expressed by the speaker directly and has the purpose of allowing students to ask in the discussion forum. For female presenters, it seems that speech feels politer than men. This can be seen from the use of the word (*baik, dipersilakan*) that shows the politeness language.

- Asking questions

Directive speech acts forms used by female speakers to ask questions on discussion forums use complete question sentences. This question sentence mode is used as an attempt to request an explanation from the speech partner. Use question sentences used by speakers with complete question sentence structures like the following quote "*Apa perbedaan antara teknik pengembangan paragraf berdasarkan ilustrasi dan berdasarkan contoh?? Terima kasih or What's the difference between paragraph development techniques based on illustrations and based on examples? Thank you*"

The sentence mode used is the interrogative sentence. This sentence is expressed by the speaker directly and has the purpose of asking question in the discussion forum. For female presenters, it seems that speech feels politer than men. This can be seen from the use of the word (*terima kasih* or thank you) at the end of questions. The question that is formed by using WH question is spoken by the student in formal situation so it can be categorized as polite language that is used in discussion forum.

- Asking for understanding

Directive speech acts forms can also be seen in *female* presenters. The sentence mode used is interrogative sentence. In the above statement, it can be seen that the female presenter asks for clarity to the speech partner by using informal sentences, as in the following quote "*paham kan? or right?*. In the speech, it can be seen that the use of the question sentence "right?" indicates that speakers use direct sentence. The using of the directly sentence above makes the sentence incomplete and less polite when used in formal situation.

V. CONCLUSION

Based on the research findings, conclusions can be made as follows. First, the use of the Directive Speech Act in formal discussions often found cross-disciplinary students, Biology, English Literature, and Public Health are asking for permission, giving permission, asking questions, and asking for understanding. The results of the analysis and research findings indicate that the mode used in asking permission, questions, and understanding is the question sentence mode. While the command sentence mode is used when inviting the partner to

ask. Based on a gender perspective, it can be seen that the speech produced in the directive speech acts is very different. Female students are considered politer and have a complete sentence structure compared to men.

The recommendations that the writer give to students related to the use of directive speech acts in discussions by using complete sentence and indirect politeness strategies so that they were politer in formal discussions. Not only that, speakers and speaking partners should use standard language during formal discussions.

REFERENCES

[1] P. Brown and S.C. Levinson, Politeness Some Universals in Language Usage. New York: Cambridge University Press, 1987.

[2] J.L. Austin, How to Do Things with Words. Second Edition. Oxford: Oxford University Press, 1975.

[3] J.R. Searle, Speech Acts: An Essay in the Philosophy of Language. New York: Cambridge University Press, 1969.

[4] G. Leech, Prinsip-Prinsip Pragmatik, terjemahan oleh M.D.D. Oka. Jakarta: Universitas Indonesia Press, 1993.

[5] Markhamah, Analisis Kesalahan dan Kesantunan Berbahasa. Surakarta: Muhammadiyah University Press, 2011.

[6] A.W. Anggraeni, "Kesantunan tindak tutur mahasiswa dalam kegiatan presentasi kelas," Didaktika, vol. 10, no. 3, 2012.

[7] Putri, F. Riska, Manaf, N. Abdul and Abdurahman, "Kesantunan berbahasa dalam tindak tutur direktif guru pada pembelajaran bahasa indonesia di SMA Negeri 15 Padang" Jurnal Bahasa, Sastra dan Pembelajaran, vol. 2, no. 1, 2015.

[8] S. Kazerooni, Rahimi and M.R. Shams, "Socioeconomic Status, and Politeness Strategies: Focusing on Iranian High School Students' Usage of Request Speech Act," Journal of Applied Linguistics and Language Research, vol. 2, no. 4, pp. 196-206, 2015.

[9] Lakoff, Politeness Principles. University of California: Berkeley, 1972.

[10] R. Watts, Politeness. Cambridge: Cambridge University Press, 2003.

[11] J.L. Mey, Pragmatics: An Introduction. Oxford: Blackwell, 1993.

[12] L.J. Moleong, Metodologi Penelitian Kualitatif. Bandung: Penerbit PT Remaja Rosdakarya, 1998.