



Polite Speech Acts as a Behaviour of Value of Strengthening Character Education Program in Elementary Schools

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Abstract. One of behavior that is an indicator of the implementation of the value of PPK (Strengthening Character Education) is polite speech acts. polite speech acts is a behavior / speech that is in accordance with manners. This study aims to describe polite speech acts as a behavior of the value of the PPK Program in elementary school. The method used was qualitative approach with descriptive type. The data were collected through informants, namely principals, teachers, and students. Data analysis was carried out with a milleshuberman model, namely data reduction, data display, and data verification. The results of the study showed that some schools have understood the PPK program concept and applied it in one of the behaviors in the form of polite speech acts practiced between teachers and students, students and students in the class. The PPK program in south Tangerang schools, particularly in the form of polite speech acts has been practiced in class. It was expected that polite speech acts could continue so that it takes the habituation of teachers who work with parents of students and students in the form of developing a journal of polite speech acts

Keywords: Polite, Speech Acts, Behaviour, Value of PPK

INTRODUCTION ~ One of the government's efforts to develop character education was by providing character education strengthening programs. PPK is the next step as a solution to establish the moral of the generation. Through this program, it was expected that students' abilities, both life skills and personality will develop in a more positive direction. Some schools have implemented the application according to the needs of the school. Strengthening Character Education (PPK) program that is integrated in the whole system of education, school culture and in collaboration with the community. The PPK program is expected to grow enthusiasm for learning and make students happy at school as a friendly home to grow and develop. The aim of the PPK program is to instill the values of formation nation's character massively and effectively through the implementation of values the

central Mental Revolution National Movement (religious, nationalist, independent, mutual cooperation and integrity) which will be the focus of learning, habituation, and civilization, so it will be obtained a nation that has a noble character (Kemendikbud, 2017). The most significant mandate to build positive national character through the PPK (Strengthening Character Education) program is given by schools through education services.

Starting from the Vision and Mission which is full of positive values, it is also implemented in the learning and development of school culture. A strong vision and mission are the basis and the system of thinking, perspective, and acting of all school people achieve the goal together with the character agreed upon to be a priority for development. The implementation of PPK (Strengthening



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Character Education) should not be trapped in merely fulfilling administrative technicality, because if this happens it will add a burden to teachers and students, and this program will not have any meaning for the formation of good national character. One of the level of basic education which is a place to change behavior, ways of thinking and how to act in a more positive direction is primary school.

One of the expected behaviors in the implementation of PPK values is polite speech acts. The act of talking is a speech that takes action. Children use assertives to describe the world—reporting facts, sharing experiences, evaluating situations, and establishing rules. In other words, these do not aim to fulfill the speaker's needs (like requestives) but rather to share information, opinions, or positions with listeners. The assertive declaration is used to create social facts (Bauminger-Zviely, Golan-Itshaky, & Tubul-Lavy, 2017). Their focus is usually lacking in their truth value rather than their illocutionary effect, the effect the speaker wants in the environment (Katz, 2015). While the sentence is widely acknowledged as the unit of speech, the implications of this truth have not always been fully realized (Nehring, 1946). The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. There are five main types of speech act: representatives, directives, commissives, expressive, and declarations (Prayitno, Ngali, Rohmadi, & Riyanto,

2018). How about politeness in speech act? Politeness assumes that we all have face, and we all have face wants and needs. Further, there are different types of face threatened in various face-threatening acts, and sometimes the face threats are to the hearer, while other times they are to the speaker. There are positive face and negative face. Politeness assumes too as the expression of the speakers' intention to mitigate face threats carried by particular face threatening acts toward the listener. Another definition is "a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction" Positive politeness strategies are intended to avoid giving offense by highlighting friendliness. These strategies are designed to avoid giving offense by highlighting friendliness. These strategies include juxtaposing criticism with compliments, establishing common ground, and using jokes, nicknames, honorifics, tag questions, unique discourse markers (please). Negative politeness strategies are intended to avoid giving offense by showing deference. These strategies include hedging, and presenting disagreements as opinions. Politeness is inter-personally intelligence, sensitive actions in a nonthreatening or less threatening manner.(Maskuri, Tarjana, Djatmika, & Purnanto, 2019),(Manik & Hutagaol, 2015),(Strauss, 2004). For many people, kind words, gentle, polite, will portray someone as a right person and virtuous character. Conversely, a bad



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word will also cause a bad image from the person (Sulistiyowati, 2013) (Fallis, 2013).

Starting from 2017 in conjunction with the issuance of Government Regulation No. 87 of 2017, there are 157 schools in South Tangerang committed to implementing the PPK program. In line with the South Tangerang motto that is Smart, Modern, Religious, activities such as religious lectures, Duha prayers, Friday prayers together, and scouting activities are carried.

METHOD

The method used in this study was qualitative approach which is descriptive type. Data were collected through non participant observation and in-depth interview. The study was conducted by observing and deep interview with teacher in one elementary school in South Tangerang. The research data that has been obtained through several collection techniques was then analyzed by reducing data according to the needs of the study focus. Based on Miles-Huberman model of qualitative research conducted in three step following, namely reducing data, data display, and data verification. The data that has been reduced is then presented and conclusions drawn. Checking the validity of the data is done by researcher to account for the truth of the data that has been obtained. The validity of the data is done through credibility techniques which include triangulation and extension of the time of observation.

The data collected in this study is the speech act of courtesy that comes from the students and teacher in everyday communication during the learning process. Participants who become a source of data is the students of Dharma Karya Elementary School as a native speaker of Indonesian heterogeneous in the classroom in such a cultural perspective diversity of tribes. Participants as speakers studied were male and female who are currently 25 students in grade 2 elementary school. This post data collected through observation and interviews conducted during the three months from February to April 2019. Data analysis was performed with data reduction stage form of identification and classification of speech acts directive and the type of language politeness strategies are found in the interaction of students during the learning process. The directive's speech acts are classified based on the kind of language politeness strategy used to relate the aims and objectives of the speaker.

RESULT AND DISCUSSION

Data analysis was performed with data reduction speech politeness and impoliteness students and teachers in classroom. Politeness used in teacher directive speech acts include (1) to intensify attention listener, (2) pay attention to the listener, (3) give praise, (4) pay attention to the needs of listener, (5) using the greeting, (6) of agreements, (7) avoid disagreements, (8) promised reward, (9)



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include the speaker and hearer in activities, (10) using a joke. While the impoliteness strategy consists of (a) indirect speech with a satirical tone, (b) greeting with an interjection, (c) comparing, and (d) there is an element of derision (Sumarti, 2015). A positive politeness strategy refers to the self-image of every person (rationally) who wishes that what he does, what he has, or what constitutes the values that he believes others recognize as reasonable, pleasing, and worthy of respect ; it can simply be said that positive politeness is a need for connectedness or acceptance (Culpaper, 1996). Impoliteness is defined as speech acts that threaten the face when delivered, such as (1) not being refined, in the context where refinement should be needed, (2) with free aggression, ie the threat of a face that is exacerbated, or maximized in several ways to increase the effect of speech that results.(Strauss, 2004).(Bouton, Lawrence F., Ed.; Kachru, Yamuna, n.d.)

In several observations in class, the researcher found speech uttered by students and teachers in learning, including:

- (1) one of the boys asked "why don't you write it here" and the teacher replied "because there isn't any neat" and the two students sat back down again
- (2) some children shout "sit ey"
- (3) and the students had not finished alternately saying "sit"
- (4) and there was one male student in front who says he is sitting while he wants to hit his friend
- (5) the teacher said "no, patient"
- (6) he teacher is said to have "sat neatly"
- (7) some students said "I'm not surprised"
- (8) The teacher started saying "shhh"
- (9) The teacher said "those who have not to tidy up their work"
- (10) One of the teachers said "who had opened page 53, based on this picture" while showing this held book
- (11) The teacher said what rules obey the rules are answered, worked, written, written only
- (12) And the teacher explained "why do you have to do that, do you obey travel rules, whatever you do, try to tell me"
- (13) The teacher said "those who have finished can tell it to the front"
- (14) The teacher said "who else? Luthna or Yaya? "
- (15) The teacher told his students' 'who else dares to come forward'.

Following are the politeness utterances uttered by students and teachers in learning found by researchers:

- (1) Another student who has not finished taking notes said "bow ... bow" to his friends who are in the front row because they are blocked.
- (2) Because there were still students standing/walking in class, the teacher said "sit in an orderly manner, everyone ..."
- (3) The teacher gave a "sssttt" reprimand so that the students are quiet.
- (4) "Ma'am here ma'am ..." said a student.



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- (5) The teacher approached him and asks, "what? What is wrong?"
- (6) "Son ... let's do it ..." the teacher instructed again.
- (7) "Shhhhhhhhh" the teacher again instructed the students not to be noisy.
- (8) Students take turned answering, "not yet, not yet, not yet".
- (9) "Watch your friends want to tell ya .." said the teacher to other students.
- (10) "Ma'am, me !!", said one of the other students who wanted to come forward.
- (11) "Yes, you may ... please move forward," replied the teacher.

The researcher found that teacher and student utterances in learning interactions using all speech strategies both positive and negative approaches. By analyzing all the sentences found in the first observation also in the second one. What must be considered is that almost all sentences analyzed do not show the rules of proper language. The words used in the learning process do not have to be too standard but still should not violate the rules of Bahasa that is good and right.

Examples of sentences found when students asked their teachers to approach by using the directive utterance, "Ma'am here ma'am ... ", students should say "mother ... can help you me, please. There is something that I do not understand"! Students often use interrupted speech and

only one piece, but their friends can understand it. When a student asked, "Ma'am, me." The teacher also understands that meaning "ma'am, me" wanted to go to the front of the class and so on. Students also often use non-standard speech that is affected by human language when interacting with friends for example:

Some students who said "saya engga kaget" (I'm not surprised).

The word "engga" meaning that students use is a substitute for the word no.

The Teacher Directive Speech has given an example to emulate, for example in the following two sentences:

(1) "Son ... let's do it ..." the teacher instructed again.

(2) "Watch your friends want to tell ya .." said the teacher to other students.

The teacher also pointed out that there was something to be emphasized, which is to familiarize students using Bahasa with excellent and correct language according to the rules and use directive speech that is easily understood by the interlocutors. The thing that teachers should do was provide corrections to students when delivering words that did not meet the rules as described above. But no revision was found from the teacher on the student directive utterances.

CONCLUSION



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These findings showed that teachers use directive speech acts that include communicative instructing functions, positive speech act strategies, negative speech act strategies such as when expressing requests, forbidding, asking questions, suggesting, and inviting politeness and politeness strategies in learning.

The teacher had not provided direct correction when students deliver speech both positive and negative that is not by following with the rules of Bahasa that were good and right.

Speech acts as behavior that contains character values should be through fertilizing attitudes and habituation. Elementary school teachers, especially teachers in an early class are leaders for students who have to model. One habituation strategy can be started from a pure speech that is always repeated like a word of thanks, help me please, and please. Teachers and students can make class rules together to get used to acting politely while with class teachers.

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