

IMPOSITIVE SPEAKING ACTIONS IN THE COLLECTION OF TUNAS KARYA EKO TUNAS SHORT STORIES AND THEIR IMPLICATIONS FOR LEARNING INDONESIAN LANGUAGE IN SMA (A PRAGMATIC STUDY)

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Abstract

It is known that language is an interaction tool that plays an important role in life to convey certain goals and objectives. One needs to understand the basic principles of language and understand the ethics of language politeness in order to avoid conflicts in social life. Language is a differentiator between individuals. Talking about the relationship between language and pragmatics which is a principle in language, namely two branches of linguistics that complement each other in use in everyday life. In everyday life, a person communicates with a speech partner, without realizing it contains a speech act. The purpose of this study is to describe the types of speech acts in the collection of short stories by Eko Tunas and to find out the implications of directive speech acts in the collection of short stories by Eko Tunas for learning Indonesian in high school. This research is descriptive qualitative and uses a qualitative approach. This research procedure consists of 3 stages, namely the pre-research stage, the implementation stage, and the completion stage. The data source is the book collection of short stories Tunas by Eko Tunas. Techniques for providing data are basic reading techniques and advanced note-taking techniques. Presentation of data using informal methods. It can be concluded that there are 30 data in 21 types of short stories consisting of directive speech acts requestives (1 data), directive speech act probobitives (0/none), directive speech act question (23 data), directive speech act requirements (2 data), directive speech acts advisories (4 data), directive speech acts permissive (0/none). This research can be implicated in Indonesian language learning in SMA class XI at KD 3.9 and 4.9 which relates to material about analyzing the building blocks of short stories in a collection of short stories and constructing a short story by paying attention to the elements of building short stories.

Keywords: Pictorial Metaplan, Teaching Aid, Total Physical Response (TPR), Student-Centered Learning (SCR)

INTRODUCTION

That language is an interaction tool that plays an important role in life to convey certain goals and objectives. Talking about the relationship between language and pragmatics, both are two branches of linguistics that complement each other in use in everyday life. In addition, Della, (2018: 23) said that pragmatics is a part of linguistics that is relevant between meaning and use. According to Chaer (2004: 150) the development of pragmatics also emerged during the 1984 curriculum at the SMA/SLTA level, many lessons in Indonesian gave rise to pragmatics. In everyday life, a person communicates with a speech partner, without realizing it contains a speech act. The speech act was first raised by Austin in his writings *How to Do Thing with Words*. In the article it is explained that the uttering of sentences in certain cases can be considered as the implementation of an action or deed, Brown and Yule (in Hermaji, 2019:25). According to Nurgiantoro (in Pusparita, 2020: 36) if speech acts are a very important subject in terms of pragmatic interpretation of interactions that link the meaning and context of the conversation.

George Yule (2014: 5) in a book entitled *Pragmatics* also put forward his theory that pragmatics is the study of the relationship between linguistic forms and the users of those forms. That is, this knowledge is related to the utterances that are spoken and used by someone to reap certain results. And it is closely related between speech and who said it. Pragmatics also includes aspects of speakers, interlocutors, purposes of speech acts, activities, and as a product of verbal acts (Yani, 2017:44)

In addition, Yule (2014: 92) expresses his opinion on the classification of speech acts in his book entitled *Pragmatics* which includes representative, expressive, directi-

ve, and commissive speech acts. A directive speech act is an utterance made by the speaker with the intention that the speech partner does what we say or convey. Ibrahim in his book entitled *Study of Speech Acts* (in Hermaji 2019:35) divides directive speech acts into 6 types, namely speech acts *requestives* (ask, beg), *question* (question, ask), *requirements* (order, dictate, rule), *prohibitives* (forbid, restrict), *permissives* (approve, allow, allow), *advisories* (suggest, warn). According to Arani (2012:163), directive speech acts were studied to show their relationship to communicative word acquisition. Ibrahim (in Asriyani, 2015:4) says that directive speech is not only a matter of the speaker's expression of the actions taken by the speaker, but also the expression of the speaker's intentions so that the attitude expressed becomes the reason for acting.

In the preparation of this study, the researcher wanted to examine the directive speech acts in the utterances in the collection of short stories. Therefore, the researcher examined "Directive Speech Acts (Impositive) in the Tunas Collection of Short Stories by Eko Tunas and its Implications for Indonesian Language Learning in High School (Pragmatic Studies)". According to Suwondo (in Fitri, Budiono, & Shalima, 2019:38) short stories are literary works that have truth made with the author's fantasy. Researchers only focus on examining directive speech acts. A directive speech act is the intention of the speaker so that the speech partner takes action according to the speaker's utterance, Rustono (in Wahyono, 2015:5). This was also conveyed by Novianto (2018: 5) that a directive speech act is an action that occurs by the speaker with the aim of the speech partner responding to the action according to the meaning of the directive. Directive speech acts can be implied in learning Indonesian in SMA class XI KD 3.9 and 4.9.

The reason for this research is because the utterances in the interesting collection of short stories are relevant to the speech that is often said in everyday life. Seeing the current phenomenon towards a creative generation, in this case speech act research is also useful as an illustration in Indonesian language learning, namely analyzing, appreciating, and making short stories. Not only that, this research was also carried out as a way to appreciate and preserve a literary work from a writer from Tegal, namely Eko Tunas. Very interesting work. The problem in this research is the type of directive speech act in the collection of short stories Tunas by Eko Tunas. Speech or speech, of course, there are also speech events or events during the process. A speech event is one thing that occurs simultaneously with a speech. George Yule (2014:99) in the book *Pragmatics* states that a speech event is an activity in which the speaker and the speech partner interact with language in conventional ways to achieve a result. Chaer (2004:47) in the book "Sociolinguistics" states that speech events (*speech events*) is the ongoing linguistic interaction in one or more forms of speech involving two parties, namely the speaker and the interlocutor, with one main utterance, in a certain time, place and situation. Hermaji (2011: 97) in his book "Sociolinguistic Theory and Methods" states that speech events are everything that always accompanies the speech. In general, speech events include:

- Speaker (person who speaks)
- Opponent (person spoken to)
- Place (where an utterance takes place)
- Time (when the speech event takes place)
- Topic (thing or person being talked about)

METHOD

This type of research is qualitative. Qualitative is research that produces

descriptive data in the form of written or spoken words from people and observed behavior. According to Novianto (2018:5) qualitative methods are used in terms of obtaining in-depth data that have meaning. This research contains 3 (three) stages, namely the pre-research stage, the implementation stage, and the completion stage. Then the data source was obtained from the book collection of short stories Tunas by Eko Tunas.

The form of data in this study is in the form of dialogue or speech that contains directive speech acts. After reading the book collection of short stories Tunas then the data is identified and then the data supply technique is carried out, the technique used is the reading and note-taking technique. According to Sanyya et al. (2020:2) the use of note-taking techniques to obtain data as analysis material is very appropriate. The data that has been obtained is then analyzed, in this study adapted to the use of descriptive analysis methods, namely text analysis techniques that try to describe the data that have been obtained by researchers. The next step is to present the data in this study using informal techniques.

RESULTS AND DISCUSSION

In the research "Directive (Impositive) Speech Acts in the Tunas Collection of Short Stories by Eko Tunas and Its Implications for Indonesian Language Learning in SMA (Pragmatic Studies)" obtained as many as 30 data in 21 types of short stories. From the 30 data obtained, it is divided into directive speech acts *requestives* (1 data), directive speech act *prohibitives* (0/none), directive speech act *question* (23 data), directive speech act *requirements* (2 data), directive speech acts *advisories* (4 data), directive speech acts *permissive* (0/none). Here are some of the data that have been found.

Directive Speech Requestives

Data 1

Context: speech or dialogue in the short story “He Crying Himself” in the book collection of short stories Tunas by Eko Tunas. In the short story He Crys for Himself, there is a dialogue between Rae and Sanu.

Rae : “Please...” he sighed with a pleading look, “You know him very well. Arrange my meeting with him, this is a bet with all my feelings for him.. the last Sanu: “You..?”

Rae : “Well..., all this time I’ve been holding back

deep love for him...” I took a deep breath, unconsciously nodding.

The data above is a directive speech marked in the sentence “ *“Please...” he whispered pleadingly.* . In this sentence, Rae (the speaker) intends to ask for help from Sanu (the interlocutor), which is emphasized by the word “ *beg*” . With the hope that the interlocutor does what the speaker says. Then the interlocutor nods, which means he agrees with the speaker’s request. The speech is included in the type of directive speech act *requestives* .

Data 2

Context: the story of the short story “Dremayon” in the book collection of short stories Tunas by Eko Tunas.

Aunt Turah : “Police check get to the locomotive or not?”

Friend: “No..”

Aunt Turah: “Well, just carry this rice in the locomotive.”

Friend: “Then rice”
put under the pile
firelog

The data is a directive utterance that is marked in the sentence “*Well, just carry this rice in the locomotive.*” what Aunt Turah (the speaker) said to Sobrat (the interlocu-

tor). Then, Sobrat (the interlocutor) responded and agreed by telling him to put the rice under a pile of wood. The speech in the short story is included in the type of directive speech act *requestives*.

Directive Speech Action Question

Data 3

Context: speech or dialogue in the short story “He Crying Himself” in the book collection of short stories Tunas by Eko Tunas. In the short story He Crys for Himself, there is a dialogue between Rae and Sanu.

Ray: “Why?” protest tone.

Sanu: “So far we have chosen the wrong one, right?”

Rae : “Well., a lot of people actually-trusted person. Especially those from the young. Their attitudes and thoughts are extraordinary, and it is terrible when they are in control of this country. But as the fate of the small people, their lives are marginalized and excluded by the structure and system. Often those who are self-righteous, feel themselves marginalized.”

The data above is a directive speech marked in the sentence “*During this we wrong choose, right ?*”. The utterance from Sanu (speaker) intends to ask about a decision that has been taken by Rae (the interlocutor), then the interlocutor does something to what the speaker said and then the interlocutor responds by explaining the answer in detail to the speaker. With the speaker knowing the response or knowing how the opinion of the interlocutor said, it can be said that the utterance has received a response according to the context. The speech is included in the type of directive speech act *questions*.

Data (10)

Context: the story of the short story “The Air Hole” in the collection of short

stories Tunas Karya Eko Tunas.

Rae: “Laughing?” asked Rae like no believe, “What’s their laugh like?”

Roy: trying to laugh, “Ha ha ha..!”

Rae: “Like that?”

Roy: “I guess,” said Roy.

The data above is a directive speech, marked in the sentence “*Laugh?*” Rae asked in disbelief, “*What’s their laugh like?*”. In this sentence, Rae (the speaker) asks how other people laugh, then Roy (the interlocutor) responds by giving his answer through laughter in the sentence. “*Trying to laugh, Ha ha ha ...* For this reason, the interlocutor has done something to the speaker by answering the example of his laughter. The above speech is included in the type of directive speech act *questions*.

Data (14)

Context: the story of the short story “The Air Hole” in the book collection of short stories Tunas by Eko Tunas.

Rae: “You know, who are they?” cultivate

Rae, holding up the binoculars.

Roy: Roy looked up to one point that

Rae pointed out, “That’s Sanut, only certain people know his reputation.”

Rae: How?

Roy: He’s the most feared robber, because he has the heart to slit the throat or remove the contents of the victim’s stomach, “

Rae flinched.

The data above is a directive utterance marked in the sentence “*You know who they are?*” asked Rae, holding up the binoculars. In this sentence, Rae (the speaker) asks Roy (the interlocutor) about “they” figure, then the interlocutor responds by showing the direction of the binoculars to the speaker marked in the sentence. “*Roy looks up at the point Rae points to*”. The speech is included in the type of directive speech act *questions*.

Data (19)

Context: the story of the short story “Airmata Daun” in the book collection of short stories Tunas by Eko Tunas.

Son: “Where is the woman-

It’s that woman

Old woman: shakes her head.

Son: “Where did you go?”

Old woman: shakes her head.

Son: “Why can’t dad too? to go home.

Old woman: shakes her head.

The data above is a directive utterance that is marked in the sentence “*Where are the women?*”, “*Where did you go?*”, “*Why didn’t dad come home too?*”. In this sentence the child (speaker) asks the old woman (the interlocutor), then the interlocutor takes action by shaking his head which means he does not know. The speech is included in the type of directive speech act *question*.

Directive Speech Action Requirements

Data (25)

Context: the story of the short story “Hole Air” in the book collection of short stories Tunas by Eko Tunas.

Roy: “I would be more surprised if I knew

the residents of the houses around the garbage,” he pointed at the mountain of garbage.

Rae: “Which houses?”

Roy: “That! Open your eyes wide.”

Rae: wide eyes, “Is that not

Waste

Roy: “Those are houses too!”

The data above is a directive utterance marked in the sentence “*That! Open your eyes wide*”. Roy (the speaker) said the utterance to Rae (the interlocutor) who intended to order or command the interlocutor to open his eyes, then the interlocutor responded by widening his eyes. The utterance is a type of directive speech act *requirements*.

Data (26)

Context: the story of the short story "Bidadari Dalam Cahaya Putih" in the book collection of crpen Tunas by Eko Tunas.

Burna : "Come on, record us with your camera!" he shouted.

Sanu: stunned. .

Burna : "Come on, point your camera!" exclaimed Burna with her mad laughter .

Sanu : raise the camera .

The data above is a directive utterance marked in the sentence "Come on, shoot us with your camera!", "Come on, aim your camera!" . In this sentence, Burna (the speaker) intends to order or order Sanu (the interlocutor) to record himself, then the interlocutor responds by raising his camera. The speech is included in the type of directive speech act *requirements*.

Advisories directive speech actions

Data (27)

Context: the story of the short story "Banjir Kanal" in the book collection of short stories Tunas by Eko Tunas.

Suroso : "Remember, now"

the Sputnik era, not the carriage or rickshaw culture, civilization has been so advanced by all-advanced technology. All machines, do we have to stick to the principle of slow waton klakon? We must spur potential as quickly as possible. So as not to be out of date, so as not to miss the world train, so as not to remain known to the tempeh nation. Our nation must master technology, like it or not, and it does require sacrifice."

Human: "Although for that all must be"

On Sale

Suroso: "Sacrifice is not a victim but" risk struggle, not sell yourself like a prostitute. However, the calculation of profit and loss, based on modern economic

theory. Even the potential in the tourism sector, if we need to suck up the world's wealth, we build entertainment facilities. The welfare of the community also needs to be improved, we build housing facilities, so that in the eyes of tourists we are not seen as a dug nation."

The data above is a directive utterance marked in the sentence "Remember, this is the Sputnik era, not the carriage or rickshaw culture, civilization has been so advanced by sophisticated technology. All machines, do we have to stick to the principle of slow waton klakon? We must spur potential as quickly as possible. In order not to be out of date, so as not to miss the world train, so as not to remain known to the tempeh nation. Our nation must master technology, like it or not, and that does require sacrifice." . In this sentence, Suroso (speaker) intends to give advice and advice to Insani (the interlocutor) to, then the interlocutor responds by giving a rebuttal which contains meaning if he accepts advice from the speaker. The speech is included in the type of directive speech act *advisories*.

Data (29)

Context: the story of the short story "Boarding Pakeliren" in the book collection of short stories Tunas by Eko Tunas.

Wisrawa : "Remember, Wan, I'm new do it after the official marriage. I mean--

Rahwan: "Yes yes, I realize, we are different."

Wisrawa: "I mean, what is necessary

You remember, you are not only a successful businessman," said Wisrawa, "But you are also a representative of the people. And Sita is not your average woman. He's a celebrity. What will happen to the people's views if their representative is announced? You see infotainment often, right?"

Rahwan nodded.

The data above is a directive utterance marked in the sentence “*Remember, Wan, I only did it after the official marriage. I mean--*” In this sentence, Wisrawa (the speaker) gives advice and also reminds Rahwan (the interlocutor), then the interlocutor responds by nodding. The speech is included in the type of directive speech act *advisories*.

Data (30)

Context: the story of the short story “Airmata Daun” in the book collection of short stories Tunas by Eko Tunas.

Mother: her smile looks sad,

“My son, learn to be a tree.” “Look at that watermelon tree. The tree is small, the fruit is big...”

Son: “I want to be this big tree, mother.”

Mother: “Be human my son.”

Mother’s veil, like a stream of pure water. Like the vastness of the fields, like the open houses. And look at her smile, like a leafy leaf. Like ripe fruit, like cool air.

The data above is a directive utterance marked in the sentence “*My son, learn to be a tree.*” “*Look at that watermelon tree. The tree is small, the fruit is big...*”. In this sentence, the mother (speaker) gives advice to her child (the interlocutor), the meaning of the sentence she utters is that the interlocutor must be a great child. The speech is included in the type of directive speech act *advisories*

CONCLUSION

In this study found 30 data consisting of directive speech acts *requestives* (1 data), directive speech act *prohibitives* (0/none), directive speech act *question* (23 data), direc-

tive speech act *requirements* (2 data), directive speech acts *advisories* (4 data), directive speech acts *permissive* (0/none). It can be seen that the most common data found are directive speech acts *question* and what was not found at all was directive speech act data *prohibitives* (forbid, restrict) and *permissives* (approve, allow). This study shows that what has been researched can be implied in learning Indonesian in high school. In accordance with the learning design in the form of a high school syllabus for class XI at KD 3.9 and 4.9 which relates to material about analyzing the building blocks of short stories in a collection of short stories and constructing a short story by paying attention to the elements of building short stories. Because the material is very relevant to this research, the benefit of this research is that students are able to understand the elements in the short story, one of which is the character and character elements.

Suggestions in this study are related to 3 aspects. In terms of educators, students, other researchers. Researchers feel that this research is far from perfect, even with maximum efforts. However, researchers hope that this research can bring benefits. For educators, this research is expected to be a reference in teaching towards a better learning process as well as motivating educators to learn. For students, this research is expected to be a learning reference that can improve students’ thinking skills about learning short stories. For other researchers, this research can be a motivation in continuing previous research so as to produce an interesting and up-to-date research.

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