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The Portrait of Directive Speech Act in Family Development Session

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ABSTRACT : The type of this research is descriptive qualitative which aims to describe the kinds of directive speech act in Family Development Session (FDS) Program Keluarga Harapan (PKH) in Boyolali District. This research uses sociopragmatic approach to answer the problesm and to interpret the meaning of the speech or conversation between the Facilitator (the Social Assistant) and the Participant (Beneficiary Family) with the consideration of the situation of speech. Techniques of collecting data in this research are free conversation involvement, taking note, and recording. Triangulation techniques used in this research are triangulation of data and triangulation of method. Technique of analyzing data is done by classifying data according to the characteristic of the object that is speech act. Then, the data are analyzed by using extralingual matching method. The result of this research shows that by considering situation of speech, there are various kinds of directive speech act used by society with low economic level. The directive speech acts based on the research are order, request, and suggestion.

KEYWORDS: *Speech Act, Directive, Sociopragmatics, FDS*

I. INTRODUCTION

This article specially analyzes directive speech act. Austin(Yayat, 2009)stated that pragmatically there are three sequences in speech acts, they are locutionary act, illocutionary act, and perlocutionay act. Whilst directive is a part of illocution speech acts.Directive speech acts is part of speech act that aims giving order to the speech partner or requesting the speech partner to repeat the speech.

Speech act is an action shown through speech(George, 2006). While Fatimah (Fatimah, 2006) stated that speech act will develop in discourse analysis and it is a part of pragmatics which involves author, audience, writer, reader, and the topic that being talked about. Speech act is the extent to which someone is able to deliver the messages and the aims of speech to the speech partner(Edi, 2013). It can be shown in a community that intensely makes communication. Suwito(Muhammad, 2004)explained that speech act is a psychological individual symptoms and it is based on the language intelligence of the speaker in a certain situation.

The problem of communication in Indonesia is there is a lot of dialect that affects the development of national language that is Bahasa Indonesia. The amount of dialect used in a communication will affects the acceptance of information for the speech partner. It can be seen in a group or association, such as empowerment community. One of the government programs focusing on social and empowerment society is Program Keluarga Harapan (PKH). As a conditional non-cash assistance program, it shows that PKH is able to eradicate proverty. This program is also expected to encourage the improvement of health facility and educational facility.

Family Development Session (FDS) is one of the effort to influence and to intervene the changes of PKH participants' behavior. It also can be called as *Pertemuan Peningkatan Kemampuan Keluarga (P2K2)*. In There is a systematically learning process in the process of FDS that gives stimulus of skills in proverty society in the aspect of health, economy, education, and child protection.The material of FDS is delivered by social companion (pendamping sosial PKH) in monthly meeting.In delivering material of FDS, social companion hardly uses fully Bahasa Indonesia. They often use mix language to adjust the condition of every group or society. The level of education of PKH participants that is relatively low and the lack of ability in using Bahasa Indonesia can be the main obstacle for social companion of PKH in delivering the material of FDS.

Basically, the research about speech in communication has often been done. However, in this research the use of language in communication will be analyzed by using sociopragmatics approach. Sociopragmatics is combination of sociology and pragmatics. Language can be analyzed internally or externally as a tool of communication among society. This research includes an interpretative element that leads to aspect of knowledge and the confidence in context.Thus, the characteristics of context explicitly should be understood because of pragmatics analyzes the meaning of speech that did not explain in every direct reference in expressing the speech.Based on the characteristic above, this research aims to describe kind of directive speech act in the process of Family Development Session (FDS) Program Keluarga Harapan (PKH) in Boyolali.

II.   THEORETICAL REVIEW

1.   The Notion of Speech Act

Speech act is an action shown through speech(George, 2006)Speech act is speech behavior used by language user while doing communication(Yayat, 2009). Speech act is context of discretion. While (Fatimah, 2006)stated that speech act will develop in discourse analysis and it is a part of pragmatics which involves author, audience, writer, reader, and the topic that being talked about. Speech act is the important thing in pragmatic analysis; it is because pragmatics will be the base theory to analyze various topics in pragmatics, such as presupposition, implication of conversation, deixis, cooperation principle, and politeness principle. It is called speech act because when expressing the speech, the speaker also doing some action(Bambang, 1990). According to Austin(Louise, 2007), language can be used to do some action through the differences between constative speech and performative speech.

Based on the opinions above, it can be concluded that every expression or utterance utter by the speaker is not only essentially expressing something but also act some action, such as ordering, giving permission, asking, prohibiting, etc. These speech acts are actual phenomena in a speech situation.

2.   Kinds of Speech Act

Austin(Yayat, 2009)stated that pragmatically there are three sequences in speech acts, they are locutionary act, illocutionary act, and perlocutionary act. Austin (Edi, 2013)also said that there are three kinds of speech act; they are locution, illocution, and perlocution. While(Dewa Putu, 1996)explained that locutionary act is the easiest speech act to be identified, it is because analyzing this act can be done without enclosing the context of speech in speech situation.Illocutionary act is kind of speech act that is used to do some action. It means that there are specific purposes behind the utterance uttered by the speaker aht aims to the speech partner to do what the speaker said.So, the utterance not only uses sentence proposition but also encloses the context of situation. Perlocutionary act is a kind of speech act that aims to influence speech partner to do something as the speaker said.

Searle (Asim, 1994)developed the theory of speech act which is derived from illocution and divide it to five categories. Those five speech act categories are: a)assertive/representative,it is kind of speech act that reminds the truth of what the speaker said (for example: stating, reporting, showing, and mentioning); b) directive speech act, it is a speech act done by the speaker aims for the speech partner to do what the speakers have said (for example: ordering, asking, suggesting, and denying); c) expressive speech act, it aims so that the speech will be interpreted as evaluation of what the speaker said (for example: praising, thanking, criticizing, and complaining); d) commissive speech act, it is a speech act done by the speaker aims for themselves to do what the they have said(for example: promising, and swearing in); e) declarative speech act, it aims to produce something new (status, condition, etc.) (for example: prohibiting, giving permission, canceling, and forgiving)

III.   METODHOLOGY

This research is a single case study. According to(Sutopo, 2006) a single case study is a study or a research directed to the target on one characteristic (one location, or one object). The analysis strategy used in this research is descriptive qualitative. (Mahsun, 2012)stated that quantitative analysis focuses on designation of meaning, description, clarification, and data placement in each context and it is often described in words arrangement instead of numbers.

This research describes speech act in process of FDS PKH in Boyolali.This research uses sociopragmatics approach to answer the problems and to interpret speech act or conversation done between the facilitators (social companion) and participants (beneficiary family) in the process of FDS PKH in Boyolali considering the context of speech act. Language data in this research are language phenomena based on the certain aspects under the research.The data in this research are speech acts produce by facilitators (social companion) and participants (beneficiary family) during the process of FDS PKH in Boyolali. The data are listened, recorded, and note down according to the needs.Then, these will be described as the importance of providing data. Data sources of the research are verbal data; that is every utterances produces by facilitators (social companion) and participants (beneficiary family) during the process of FDS PKH in Boyolali. Besides,

the data sources in this research are informants and document analysis. Informants in this research are lecturer and student of Pendidikan Bahasa Indonesia FKIP UNS andTadris Bahasa Indonesia IAIN Surakarta as the informant related to the relevance of pragmatics study in university.The documents in this research are transcript of video containing process of FDS PKH in Boyolali and the transcript of interview with the informant.

This research uses interactive technique as the technique of collecting data.According to(Sutopo, 2006), there is possibility in interactive technique that allows the researcher and data sources influence each other.. Interactive methods used in this research are playing role observation (passively) and deep interview. Before the information becomes research data, the credibility of information was checked and observed to gain a valid data. To get the valid result through the same kind of data gathered from various resources, this research uses triangulation of data sources, triangulation of data, and review of informant.According to Patton (Sutopo, 2006: 93) triangulation of data source is also called as triangulation of data that directing the researcher to collect the data by using various data sources. Besides, the research also uses keyinformant review technique, which is to check the validity of data by interviewing the informant. It aims to verify the data or information.

The data is collected based on the similarity of object characters; that is speech act. Then, the data is analyzed by using extralingual match method.extralingual match method, according to (Mahsun, 2012)is a method to analyze data by connecting elements outside the language, for example: reference, speech context, social context of language use, the speaker (gender, age, social class, etc.). According to(Miles, M and Huberman, 2014), qualitative analysis starts with data presentation, then through the process of analysis there are three activities that occur simultaneously; they are: data reduction, data presentation, and conclusion or verification.

IV.   RESULT AND DISCUSSIONS

Searle (Asim, 1994)stated that directive speech act is a speech act done by the speaker aims for the speech partner to do what the speakers have said (for example: ordering, asking, suggesting, and denying). Moreover, Kreidler (Edi, 2013)also stated that directive speech act is part of speech act that aims giving order to the speech partner or requesting the speech partner to repeat the speech. The speech of directive speech aims to give advice, to give lesson, to prohibit, to suggest, to criticize, to persuade, to ask, to order, to beg, to recommend, to give command, and to against. There are three kinds of directive speech act; they are command, request, and suggestion.Based on the explanation above, it can be concluded that directive speech act is kind of speech act that aims to persuade the speech partner to do what the speaker has said.

1.1 Directive Speech Act of Command

The speech of directive speech act of command aims to give order..

PDP :*Sampun monggo lenggah riyen nggih Bu!, niki ada lima belas nggih Bu, akan saya bagi menjadi empat kelompok. Untuk memulai materi kali ini akan saya putarkan film, nyuwun tulung disimak! karena dari film ini nanti akan ketahuan sesungguhnya apa yang kita alami dengan kondisi keuangan. Monggo dicermati ibu sedikit geser biar kelihatan. geser dulusementara pas lihat film nanti pindah lagi ke tempat semula.*(Let's sit first, ma'am! There are fifteen participants, right? I will be divided the participants into four groups. To start the material today, I will start the meeting by playing movie. Pay attention, please! Because of this film, we will understand what happen to our economic condition. Let's pay attention, mom. A little bit moves, so that we can see the movie clearly, then we can return to the original place).

The context of speech above happened when facilitator is doing process of FDS by dividing participants into several groups to discuss the material about financial management training and business palnning.Some of the speech above describe directive speech act of command. It can be seen from the utterance "*Sampun monggo lenggah riyen nggih Bu!*"(*Let's sit first, ma'am!*). It shows that facilitator orders the participants to sit again. The command is also can be seen from the utterance "*Untuk memulai materi kali ini akan saya putarkan film, nyuwun tulung disimak…!*"(*To start the matrial today, I will start the meeting by playing movie. Pay attention, please!*). Facilitator said "*nyuwun tulung*" (*Please!*) that means asking for help; in this case, facilitator asks participants to pay attention to the educational movie carefully.Then, on the next utterance "*Monggo dicermati ibu sedikit geser biar kelihatan. geser dulu sementara pas lihat film nanti pindah lagi ke tempat semula*"(*Let's pay attention, mom. A little bit moves, so that we can see the movie clearly, then we can return to the original place*)shows that facilitator gives command to participants to pay attention to the movie and to asks participants who can not see the movie clearly to move forward a little bit.

Directive speech act of command is also found in these utterances below:

PDP   : *Kalau di pamphlet yang kita tempel adalah pendapatan dan pengeluaran rata-rata dalam satu bulan, lha caranya nanti ada yang bertugas menulis, ada yang bertugas mewawancara dan diwawancarai terkait berapa pendapatan dan pengeluaran keluarga tersebut selam satu bulan, nanti ada juga yang presentasi nggih bu nggih!"...*(This attached pamphlet is average income and average outcome in a month. The way is there is someone in charge of writing, someone in charge of interviewing about income and outcome of a family in a month, there is also someone who will presents, right ma'am!...)

The context of speech above is facilitator is explaining about pamphlet or picture attached on the wall. It is about calculating monthly income and outcome.On the utterance "*…lha caranya nanti ada yang bertugas menulis, ada yang bertugas mewawancara dan diwawancarai terkait berapa pendapatan dan pengeluaran keluarga tersebut selam satu bulan, nanti ada juga yang presentasi nggih bu nggih!*" *(The way is there is someone in charge of writing, someone in charge of interviewing about income and outcome of a family in a month, there is also someone who will presents, right ma'am!),* facilitator suggesting participants to dividing tasks; they are writing, interviewing, and presenting the result.

1.2 Directive Speech Act of Request
The speech of directive speech act of request aims to ask or to request speech partner to do something.
PDP: Niku wau filme tentang punopo ta Bu? (what is the movie about, ma'am?)
KPM: Tentang uang Bu (About money, ma'am)
*PDP : iya tentang Uang, tadi filmnya…****halo Ibu-ibu fokus ke saya dulu nggih!*** *(ada anak KPM yang menangis) Biarkan si anak begitulah anak kecil menarik perhatian, **kita ngga usah terpengaruh kalau terpengaruh maka si anak akan semakin menjadi, begitu Bu nggih!***(That's right about money. The movie is… hallo ma'am; focus on me first, right! (There is a participant's son who is crying) let him cry, that's how he asks for attention, let's don't be affected. If we are affected by him, he will be more and more, right ma'am!)*
KPM: Nggih (Yes)

The context of speech above is facilitator is reviewing or repeating the movie that has been played before. The condition while process of FDS, there is one participant that brings her toddler. At that moment, the toddler is crying and a little bit distracted the process of FDS. In the utterance "*…halo Ibu-ibu fokus ke saya dulu nggih!*" *(…hallo ma'am; focus on me first, right!)* facilitator request the participants to stay focus on material. It is confirmed by the next utterances"*… kita ngga usah terpengaruh kalau terpengaruh maka si anak akan semakin menjadi, begitu Bu nggih!*" *(… let's don't be affected. If we are affected by him, he will be more and more, right ma'am!),* facilitator reiterates by asking or requesting participants noy to affected by the crying, because the toddler seems just asking for attention from the parent.

Directive speech act of request is also found in these utterances below:
*PDP: Sebelumnya saya **ingin mengingatkan terkait pentingnya hadirnya panjenengan di pertemuan kelompok FDS**. Seperti yang saya sampaikan di desa yang lain bahwa FDS merupakan salah satu komitmen yang harus dipenuhi sebagai peserta PKH yang menerima bantuan. **Bisa dimengerti nggih Bu nggih!** (before, I would like to remind you about the importance of attending FDS. As I said in other village that FDS is one of your commitment as the participant of PKH whose receives some benefits. Understand, right ma'am!).*
KPM: Nggih (Yes)
The context of directive speech act above is facilitator is delivering about the importance of attending FDS. Besides, facilitator is also asking a request for participants to always attending FDS in every month. It can be seen from the utterance "*…ingin mengingatkan terkait pentingnya hadirnya panjenengan di pertemuan kelompok FDS*". (***I would like to remind you about the importance of attending FDS).*** It is emphasized again in the next utterance"*…Bisa dimengerti nggih Bu nggih!*".*(… understand, right ma'am!)*

1.3 Directive Speech Act of Suggestion
Directive speech act of suggestion aims to give suggestion for the speech partner to do something.
PDP: betul keinginan Bu, kula Nggih punya anak kecil, resepe biar anak tidak senang jajan, niku resepe nopo Bu?(that's desire, ma'am, I also have children, the recipe so that the children do not always buy snacks, what is the recipe, ma'am?) .
KPM: Cepaki panganan ning ngomah (preparing food at home)
*PDP: **Pastikan anak dalam kondisi kenyang**, Nggih buk Nggih, dikei panganan sing wareg-ware. (make sure the child is full, yes ma'am, right, give a filling meal).*
The context of speech above is facilitator is giving material about financial management, wants, and needs. In the utterances "*Pastikan anak dalam kondisi kenyang…*" (*Make sure the child is full…*" is a suggestion give by facilitator to participants in order to make sure the child is always in full condition. Therefore, the child does not always buy snacks and it also can reduces excessive financial spending.
Besides, directive speech act of suggestion can be seen in these following utterances:
*PDP   : Bagus, itu merupakan reaksi anak Bu, ketika kita bisa memberikan rasa nyaman kepada anak. Jadi**,** anak tidak melihat Ibu itu seram, medeni, gaweane mung nyeneni tok, kalau seperti itu nanti anak akan mencari orang lain untuk curhat. Namun, **bila anak itu sudah merasa nyaman dengan orang tuanya pasti bila ada masalah yang pertama kali diberitahu pasti Ibu atau bapaknya.** Seperti itu lebih baik daripada di rumah hanya diam ternyata di luar berbeda sikapnya malah mendapat laporan yang*

tidak- tidak dari luar. Ngoten nggih bu? (Good, that's the reaction from the children, ma'am. When we can give comfortable feeling to the children, so that the children will not see their mother as a creepy figure, scary, always angry, if like that, they will find someone else to share. However, if the children feel comfortable with their parents; they will certainly share the problem with their mother or father first. It is a way better than acting as good children at home but turns out to be different outside. It is confirmed that they do something bad. Right, ma'am?)

    KPM   : Nggih Bu(Yes, ma'am)

The context of the utterance above is facilitator is reviewing previous FDS material; that is about parenting. Facilitator suggested participants (parents) to give sense of comfort in family environment. It can be seen from the utterance "*…bila anak itu sudah merasa nyaman dengan orang tuanya pasti bila ada masalah yang pertama kali diberitahu pasti Ibu atau bapaknya…".(… if the children feel comfortable with their parents, they will share their problem to mother or father first…")* directly and implicitly facilitator confirm the suggestion by using example the cause and effect if it has already been applied in family environment.

V.   CONCLUSION

Based on the discussion above, in the process of *Family Development Session* (FDS)Program Keluarga Harapan (PKH) in Boyolalican become the real example of the use of directive speech act in low economic society by considering the context of speech act. On the discussion above, it shows that by considering situation of speech, there are various kinds of directive speech act used by society with low economic level; they are order, request, and suggestion.

Although the use of Bahasa Indonesia in every speech act is still mixed with Bahasa Jawa, the seech delivered by facilitators and social companion can be well received by PKH's participants.

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