

DIRECTIVE POLITENESS ACT STRATEGY IN THE DISCOURSE OF EDUCATION COLUMN IN NATIONAL NEWSPAPER AS THE FORMATION OF STUDENTS' CHARACTER IN INDONESIA

Harun Joko Prayitno^{1*}, Abdul Ngalm², Anam Sutopo³, Diah Widi Pangestu⁴, Norliza Jamaluddin⁵, Abdul Halim Ali⁶

^{1,2,3,4}Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Jalan Ahmad Yani, Pabelan, Tromol Pos1, Surakarta, Indonesia

^{5,6}Fakulti Bahasa dan Komunikasi, Universiti Pendidikan Sultan Idris, Malaysia

^{1*}harun.prayitno@ums.ac.id, ²abdul.ngalim@ums.ac.id, ³anam.sutopo@ums.ac.id, ⁴diah.pangestu@ums.ac.id, ⁵norliza@fbk.upsi.edu.my, ⁶halim.ali@fbk.upsi.edu.my

Article History: Received on 07th February, Revised on 19th March, Published on 19th May 2019

Abstract

Purpose of the Study: This study aims to identify the forms of directive politeness act found in the educational discourse, to describe the directive politeness act technique and to formulate directive politeness act that can be used to form the readers' character, especially the students in Indonesia.

Methodology: This study used a qualitative approach with multi-column data analysis technique design. The data source of this study was the directive politeness speech act containing a message of character formation in the discourse of education column in the Daily National Newspaper (DNN) Kompas and Republika in the period from January 2018 to March 2018. The data analysis in this research was carried out while the data processing and data validation technique were being conducted. The data analysis is supported by the taxonomy data analysis technique of the Levinson model underlain by the Indonesian cultural background.

Result: The research results report that the use of directive politeness acts, in the discourse of education column in the daily national newspaper, can be divided into the politeness act of advising (9.62%), supporting (9.62%), and instructing (9.62%), by which the greatest number is gained. The directive speech act strategy in the discourse of education column can be divided into two types: direct strategy (83%) and indirect strategy (17%). The implication of the directive politeness act in the discourse of education column of DNN can be formulated into 11 character building values, which are religiosity, honesty, harmony-tolerance, discipline, sincerity and hard work, creativity, independence, democracy, curiosity, love for the homeland, and appreciation for other people's works and achievements. The value of honesty, religiosity, and tolerance becomes the strong feature of the discourse of education column in DNN. The results describe that the thriving and excellent main capital in building Indonesia are divinity, harmony, unity, and tolerance.

Implications: The values of character education become a worthwhile benchmark in the framework to instill educational values and build readers' independence and maturity in the Indonesian context.

Keywords: *Pragmatic, Directive Act, Character Education, Directive Act Strategy*

INTRODUCTION

Pragmatic study in the field of language use is very important in the era of global computing and communication, particularly in the industrial era 4.1. This convincing reason is based on the consideration that the industrial era 4.0 enables the information to grow rapidly without any limit. Strategic national scale purposes are significant commodities in such an era. One of the important media for conveying this purpose is the daily national newspaper (DNN), which is essential in all countries. DNN, such as Kompas and Republika, have become important national-scale media and a means to deliver significant educational issues in Indonesia.

In the context of language use, pragmatics is a study of either oral or written speech based on the pragmatic context attached. Pragmatics is a branch of linguistics that examines the language based on the context, while the relationships of oral situations occurred are called speech events (Alaba, 2015; Mahamat, Raynaud, Mandiang & Scanning, 2017). In line with the aforementioned statement, Wijayanto, Prasetyarini and Hikmat (2017) state that one of the factors that influences the form and purpose of oral and written discourse is speech events. This opinion is in line with Alaba (2015), who argues that pragmatics is in accordance with the meanings that are conveyed and subsequently interpreted and understood by the interlocutor. The foremost proposition of pragmatic studies states that one form can be conveyed

through various meanings and vice versa. Based on this proposition, it can be expressed that the statement "Do not easily believe in the purpose of a discussion" is a field of study that captivates many linguists, most notably pragmatists.

DNN is a strategic communication media towards the formation of the readers' characters, particularly the students. Each DNN has an important column, which contains the education discourse. The target readers of the education column are the students, teachers, principals, government, and the communities. It implicates that the educational discourse in each DNN becomes the worthwhile learning media as the formation of the readers' characters, particularly the students.

Based on the aforementioned reasons, an in-depth study is required to describe the types of directive politeness, speaking techniques, and directive speech strategies of politeness in DNN Kompas and Republika. The results of this study are expected to be a recommendation for readers, especially students, teachers, and observers in the field of education in Indonesia, for fostering a culture of politeness and governance. The results of the present study can be used as a reference in the formation of character of elementary school students. This study refers to the results of previous studies stating that politeness strategies used by teachers can influence the students' character education. It means that the forms and techniques as well as the strategy of directive politeness speech in the newspaper become an important pillar in the formation of students' character education in schools ([Jingna, 2012](#); [Kumar, 2017](#); Rasyid, 2015).

LITERATURE REVIEW

Directive speech is one of the most dominant acts of language used by speakers in the process of communication, both through oral and written discourses. Directive speech reflects politeness of language acts ([Bushuyeva, 2019](#); [Reviews, Santoso & Dahlan, 2019](#)). Modesty is an important foundation in the process of forming the character of students in schools ([Reviews & Nugroho, 2019](#); [Tung, Leung & Wincenciak, 2019](#)). Thus, politeness of speech and character education is interconnected between directive speech acts. The relationship between the two is widely used by speakers in the newspaper education column. Education columns in newspapers play an important role in the process of forming students' character ([Fazlurrahman, 2019](#)). The problem is that not all acts of politeness directive in this newspaper contain the intention to shape the character education of readers, especially the Indonesian students.

The variety of speech acts in the pragmatic context is very dynamic. The dynamism can be understood due to the attached contexts. Based on the study, the types of speech acts can be divided into five types, namely, (a) representative, (b) directive, (c) expressive, (d) commissive, and (e) declarative ([Kecskes, 2017](#); [Mujiyanto, 2017](#)). The directive speech act is one of the most important speech acts in the entire communication process ([Prayitno, Ngalm, Sutopo, Rohmadi & Yuniawan, 2018](#); [Safar, 2016](#)). The use of speech acts can cause the face to go down as it indicates the speaker's self-image ([Beden & Zahid, 2017](#); [Rahim, Halim, Mamat & Sujud, 2014](#)). Speech acts are in accordance with the use of language in communication ([Safar, 2016](#)). Therefore, language communication experts claim that the nature of language use is a means of communication that plays an important role in the society for both individuals and groups ([Saddhono, Wardani & Ulya, 2015](#)). Language becomes very essential as a communication tool in activities. Language is a form of symbolic communication. Human beings need communication in their daily lives to establish relationships with other human beings in their environment (Etae, Krish & Hussin, 2016). Thus, the use of language is the foremost aspect that cannot be separated from the community.

Directive speech act study is used to express the purposes in the form of inclination and is used as reasons for the interlocutors to act (Prayitno, 2010). This framework differs greatly from the statement that speech acts are actions that produce language sounds that are orderly based on the rules of the elements' use. The realization of directive speech acts is used by the children to express the actions done by their interlocutors. In speech acts, there are general principles of politeness that are applicable in the language community; moreover, there is a specific principle of politeness that is applied in a particular language group in which individual expression models are different and become the special feature of those people ([Al-Shboul, Maros & Mohd Yasin, 2012](#); [Brown, 2015](#)).

The use of directive speech acts in various contexts can lead to the multi-purpose variety ([Beaver, 2007](#); [Mahamat et al., 2017](#); [Sukarno, 2015](#)). The directive speech act is increasingly causing problems when it is associated with politeness and character education. According to [Afandi \(2011\)](#), character education will be the government's spotlight since many problems are related to moral deviations, cultural values, and ethics of the younger generation and national leaders ([Noor & Prayitno, 2016](#); [Lestari & Prayitno, 2016](#)). The research outcomes suggest that the decrease in moral values of the nation is one of the impacts of globalization as well as the citizens who cannot encounter negative impacts ([Dalglish et al., 2007](#); [Ghufron, Budiningsih & Hidayati, 2017](#); [Isdaryanti, Rachman, Sukestiyarno, Florentinus & Widodo, 2018](#)).

METHODOLOGY

The present study was developed by using qualitative approach and multi-column analysis design. The data sources of the research were the discourse of education column in DNN Kompas and Republika published from January 2018 to March 2018. The object set as the main focus in this study was the forms of directive politeness act in the discourse of education column from those daily national newspapers. The data were in the form of directive politeness acts that contained the purpose of character education, both explicator and implicator. The data analysis technique was carried out by using qualitative descriptive approach with a multi-column analysis design (Model Sudaryanto, 2017) which was supported by the Constant Comparative Method (CCM). A constant comparative method refers to the Kolb model (2012) and is presented in four stages, namely, (1) comparing the findings obtained in the education discourse column, (2) integrating the intentions in each publication of DNN, (3) reducing data findings, and (4) formulating the theoretical generalization. The four stages of the CCM model are strengthened by the proportionate bar chart illustration technique or stacked column illustration technique.

DISCUSSION AND ANALYSIS

Based on the four stages of research method developed in this study, this section presents the results and a discussion of the aspects of directive politeness act forms, the techniques of directive politeness, and the strategies of directive politeness contained in the discourse of the education column in Kompas and Republika in relation with character values that can form the students' character as one of the readers in Indonesia.

Manifestation of Directive Politeness Act Forms

The manifestation of the directive politeness acts forms contained in the discourse of education column in Kompas and Republika have 21 directive politeness acts from 36 types of directive speech taxonomy. Of the 21 types, the data that are most commonly found are advising, supporting, instructing, asking, expecting, and suggesting. The illustration of the manifestation of the directive politeness act forms is shown in Figure 1.

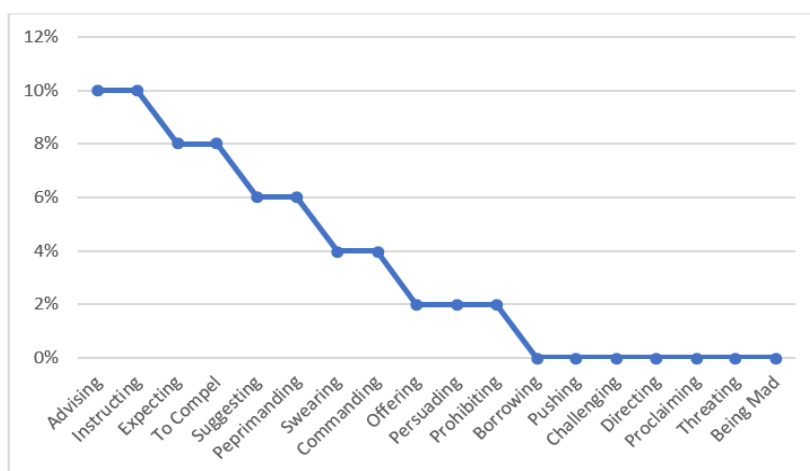


Figure 1. Manifestation of Directive Politeness Act Forms in the Discourse of Education Column in DNN

Figure 1 illustrates the manifestation of directive politeness act in the education column in DNN. Of those, the most dominant acts are in the form of advising (9.62%), supporting (9.62%), instructing (9.62%), asking (7.69%), expecting (7.69%), and suggesting (7.69%). Meanwhile, the forms of the directive politeness act encompassing governing (1.92%), ordering (1.92%), allowing (1.92%), offering (1.92%), inviting (1.92%), persuading (1.92%), demanding (1.92%), and prohibiting (1.92%) are the manifestation of directive politeness act are less dominant because they are rarely used to form the character education of elementary school students. These results illustrate students as one of the readers that still need others' guidance. These results are relevant to the study of directive speech behavior and are reported by previous researches through which people having lower social status are less likely to need advice and guidance (Chingcheng, Teyi & Zhiwei, 2018; Safar, 2016; Suastra, Jatmiko, Ristiati & Yasmini, 2017; Wilian, 2006).

The students' character that still needs the guidance or advice in accordance with the realization of directive politeness acts in the discourse of education column of DNN is shown in Figure 2. The formations of character education needed by the students is based on the results of categorizing directive politeness acts in DNN, which are advising, asking, governing, inviting, criticizing, and prohibiting (least percentage) (Aisyah, 2014; Chen, 2017; Isdaryanti et al., 2018; Najeeb, Maros & Nor, 2012).

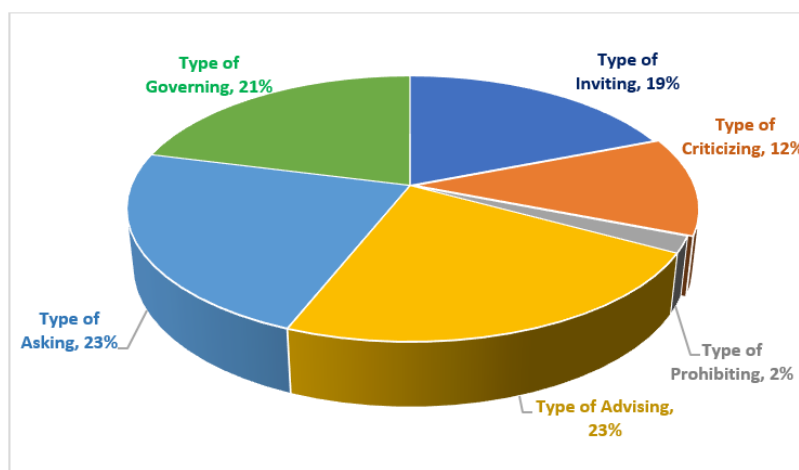


Figure 2. Level of Directive of Directive Politeness Act in Educational Discourse Column of DNN

The general description of the manifestation of directive politeness acts in accordance with the taxonomy of directive politeness acts contained in the discourse of education column in Kompas and Republika is illustrated in Table 1. This taxonomy is based on the level of directive in the directive politeness acts (Prayitno et al., 2018).

Table 1: Realization of the Directive Politeness Act in the Discourse of Education Column in DNN Kompas and Republika

Type	Realization of Directive Politeness Act	Frequency	%
I	Instructing	5	9.62
	Compelling	3	5.77
	Ordering	1	1.92
	Commanding	1	1.92
	Allowing	1	1.92
II	Asking	4	7.69
	Expecting	4	7.69
	Appealing	3	5.77
	Offering	1	1.92
	Supporting	5	9.62
III	Targeting	2	3.85
	Persuading	1	1.92
	Demanding	1	1.92
	Inviting	1	1.92
	Advising	5	9.62
IV	Suggesting	4	7.69
	Recommending	3	5.77
	Reprimanding	2	3.85
V	Teasing	2	3.85
	Swearing	2	3.85
VI	Prohibiting	1	1.92
		52	100

The manifestation of Directive Politeness (DP) based on the sub-DP is illustrated in Figure 3. It can be seen that the discourse of education column in the national newspaper refers to the formation of character education of elementary school students, namely, instructing, supporting, and advising. The findings of the discourse of the education column in DNNs as the formation of character of elementary school students shows that they still need guidance, direction, and support of others (Aisyah, 2014; Mustadi et al., 2017; Rashid, 2015; Suastra et al., 2017).

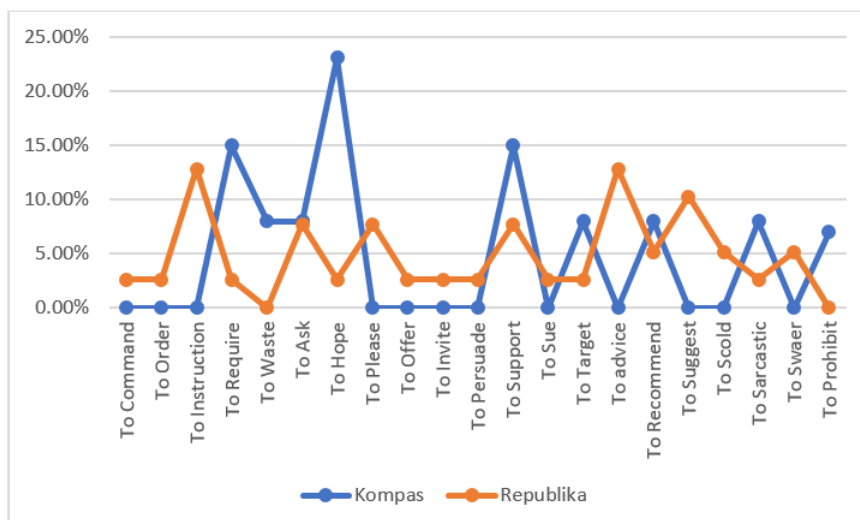


Figure 3. Realization of Sub-Act Trends of Directive Politeness in Educational Discourse Column of DNN Kompas and Republika as the Formation of Character of Elementary School Students

Figure 4 illustrates that the trend diagram of the realization of directive politeness acts in the discourse of education column in DNN refers to the formation of student character education in Republika national daily newspaper and is potentially advising from the Kompas national daily newspaper. Meanwhile, the Kompas daily newspaper is more potential to ban than the Republika national daily newspaper. This finding illustrates that Republika's national daily newspaper has a higher degree of effectiveness.

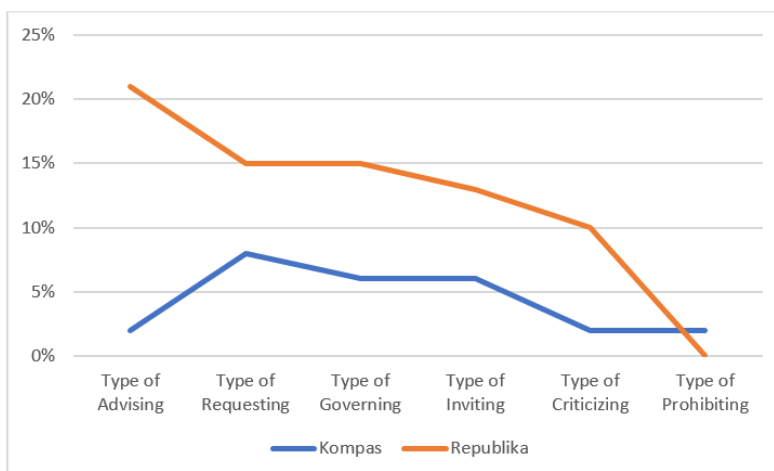


Figure 4 Diagram Trend of the Realization of Directive Politeness Act in Educational Discourse Column of DNN Kompas and Republika

Manifestation of directive politeness act to the sub of directive politeness is presented in the description below.

Sub of Directive Politeness Act of Advising

One of the types of directive politeness acts is in the form of advising or giving advice. Advising is defined textually as the good teaching of suggestion (sign, warning, and reprimand). Pragmatically, advice is given by people with a higher social status to those with a lower one. It can be seen from the following findings.

Act of Advising

(1)	: Republika, 1.b[4]/JPUSBD
Explicator	: "Artinya, belum semua guru memiliki kemampuan yang bagus dalam peningkatan sosial"
Implicator	: Pn menginginkan kesiapan yang matang dari berbagai aspek.

Speech as shown in (1) above includes the type of directive politeness of advising. It is indicated by the presence of an increase marker. Based on the explanation in DNN Republika, the speech was spoken by the Head of the National Education Standards Agency. The speech originates from the news entitled "The Number of NFE Subject in Elementary

School to Increase" advices to test eight subjects in non-formal education (NFE), but at the end the Ministry of Education decided to conduct a deeper review of the proposal.

Sub of Directive Politeness Act of Asking

Textually, the directive act of asking is expected to be given or to get something. Pragmatically, the directive politeness act of asking is based on the speaker's position whose social status is lower than that of the reader. In this study, the directive politeness act of asking is categorized into taxonomy along with expecting, appealing, and offering.

Act of Asking

(2)	<i>Kompas</i> , 1.a[5]/ SDB
Explicator	"Di USBN, kami minta guru membuat soal esai atau uraian..."
Implicator	Pn meminta agar guru dapat membuat soal esai atau uraian.

The utterance in (2) above is included in the type of directive speech act of asking. It is indicated by the presence of lingual markers of 'ask'. Based on the explanation in DNN Kompas, the speech was uttered by the Head of the Research and Development Board in the Ministry of Education and Culture. The utterance originated from a news entitled "Students Challenged to Reason" that intends to ask the teacher's new policy to make questions for essay or descriptions for students.

Sub of Directive Politeness Act of Governing

The directive politeness act of governing is used by speakers whose social status and position is higher than that of the interlocutor. Directive politeness act of governing contains the intention to ask the interlocutor to do something, order, sign, command, or rule from the speakers.

Act of Governing

(3)	<i>Republika</i> , 1.b[7]/ UTP
Explicator	"USBN delapan mapel belum diterapkan tahun ini"
Implicator	Pn memberikan perintah kepada Mt agar tetap menetapkan jumlah mapel USBN berjumlah tiga

Tindak kesantunan direktif sebagaimana (3) di atas termasuk jenis tindak tutur direktif memerintah. Hal itu dapat dibuktikan dengan kata belum diterapkan tahun ini. Berdasarkan penjelasan dalam DNN Republika, tuturan tersebut diucapkan Menteri Pendidikan dan Kebudayaan. Tuturan tersebut berasal dari teks berita yang berjudul "USBN Tetap Tiga Pelajaran" itu bermaksud memerintah agar mematuhi bahwa primary school NFE tahun ajaran 2017/2018 tetap menggunakan tiga mata pelajaran.

Sub of Directive Politeness Act of Inviting

The nature of the directive politeness act of inviting means asking (allowing, commanding, etc.) so that the interlocutor attends (comes, etc.). This study realizes it into sub-types of politeness acts of inviting, namely, supporting, targeting, demanding, and persuading.

Act of Inviting

(4)	<i>Republika</i> , 1.b[34]/ MSKT
Explicator	"Programnya kita wujudkan tahsin..."
Implicator	Pn menjelaskan mengenai programnya Mt mengetahui program-program dari Pn

Perwujudan indak kesantunan mengajak sebagiama pada (4) di atas termasuk jenis tindak tutur direktif mengajak. Hal itu dapat dibuktikan dengan kata kita wujudkan. Berdasarkan penjelasan dalam DNN Republika, tuturan tersebut diucapkan Kepala SDIT Alkiyan. Tuturan tersebut berasal dari teks berita yang berjudul "Mencetak Lulusan Cerdas Intelektual dan Berakhlakul Karimah" itu bermaksud mengajak siswa agar dapat mewujudkan program tahsin bersama-sama.

Sub of Directive Politeness Act of Criticizing

The nature of the politeness act of criticizing is to persuade the interlocutor to do something and/or the interlocutor must not do something. This type of directive politeness act can be in the form of criticism or censure. Those criticisms are sometimes accompanied by a description and consideration of the bad results of a work, opinion, etc.

Act of Criticizing

(5)	<i>Republika</i> , 1.b[15]/ USD
Explicator	"...Setiap ditanya tentang satu masalah, bilanganya sudah bagus, ada peningkatan, gitu aja"
Implicator	Pn meminta Mt terbuka dan tidak menutupi permasalahan pendidikan

The politeness act of criticizing (5) is one of the types of directive speech acts and is particularly reprimanding. It can only be proven by the word 'gitu aja/that's it'. Based on the explanation in the DNN *Republika*, the utterance was delivered by a member of the House of Representatives X Commission. The utterance originated from news entitled "USBN SD Questioned" was intended to reprimand to be open to problems regarding the NFE in elementary school.

Sub of Directive Politeness Act of Prohibiting

The directive politeness act of prohibiting has the special features of borders or boundaries. Borders or boundaries do not prohibit the interlocutor to say something, not to do something, and not allow something. Not doing something leads the interlocutor to do something else.

Act of Prohibiting	
(6)	Kompas, 1.a[10]/ MKMSS
Explicator	"Jangan coba guru-guru tahan kelas (menahan) siswa..."
Implicator	Pn tidak menyukai ketika guru menahan siswa di kelas

The form of directive politeness as in (6) is included in one of the types of directive speech act of prohibiting. It can be proven by lingual marker 'do not'. Based on the explanation from *Kompas*, the utterance was stated by the Head of the *Inpes Pelita Harapan* Elementary School. The utterance originated from a news text entitled "Empowering Families to Become School Friends" that intends to prohibit or detain students who are not good at learning values and attitudes in the class.

Directive Politeness Act Strategy

The directive politeness act strategy is a strategy in the form of methods used by speakers based on direct and/or indirect speech. The directive politeness act is stated directly if the intention is the same as the directive form of speech politeness which accompanies it. For instance, the form is affirmative and the meaning is assertive. Conversely, the form is affirmative and the meaning is directive. Therefore, it is included to indirect politeness act ([Blum-Kulka, 1987](#); [Najeeb et al., 2012](#); [Prayitno et al., 2018](#)).

Based on the speech strategy used in DNN, particularly in the discourse of education column, the choice of direct strategy is 83% and the choice of indirect strategy is 17%. The finding is different from the directive politeness act on officers in the official meetings that tend to be indirect (Prayitno, 2010). The comparison between the direct and indirect directive politeness sub is illustrated in Figure 5.

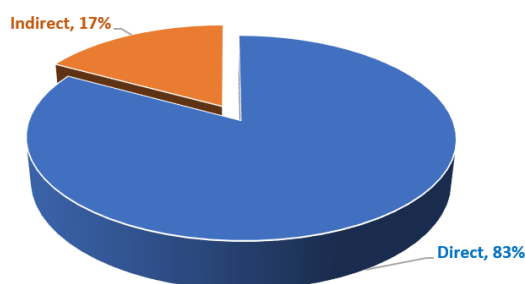


Figure 5. Directive Politeness Act Strategy in Educational Discourse Column in National Newspaper

The results of this study indicate that the discourse of education column in DNN often uses direct strategies rather than indirect strategies. It shows the ways that the discourse of education column in the newspaper are ordering, requesting, inviting, advising, criticizing, and prohibiting with all kinds of sub of directive politeness realization marked by the form of ordering, requesting, inviting, advising, criticizing, prohibiting, and all realizations of sub of directive politeness, and so on. It can be concluded that expressing opinions in the education discourses column in the newspaper generally prefers direct speaking strategies.

Direct Strategy of Directive Politeness Act

The excerpt of the following exploratory on (7) shows that achieving the purpose of the sub of the directive politeness act of asking is directly marked with the intonation mark/question mark. Sub of directive politeness is categorized as the realization of sub of direct directive politeness.

Direct Strategy

(7)	<i>Republika</i> , 1.b[16]/USD
Explicator	“Apakah tidak ada cara lain untuk menggambarkan kemampuan siswa SD?”
Implicator	Pn meminta agar Mt melihat metode perkembangan siswa SMP dan SMA yang berbeda Pn akan meminta terus hingga Mt menjelaskan

The speech in the above-mentioned example is an instance of direct strategy seen from the intonation of the question, while asking for certainty. Based on the explanation in the *Republika DNN*, the speech was uttered by Najeela Shihab, Counselor of the Education and Policy Center.

Indirect Directive Politeness Act Strategy

Otherwise, the realization of sub of directive politeness on (8) is observed from the explicator, which has the disappointed intonation of “that’s it”. There is no marker that signifies the desire or requests directly, but the speaker asks the interlocutor to explain the occurring problem.

Indirect Strategy

(8)	<i>Republika</i> , 1.b[15]/ USD
Explicator	“...Setiap ditanya tentang satu masalah, bilanganya sudah bagus, ada peningkatan, gitu aja”
Implicator	Pn meminta Mt terbuka dan tidak menutupi permasalahan pendidikan

The speech in the foregoing example is one of the instances of the indirect strategy, which is not directed by using active word or sentence. Based on the explanation of *DNN Republika*, the speech was uttered by a Member of the House of Representatives X Commission.

Implicator of Directive Politeness Act as the Form of Students’ Education Character

Implicator of the directive politeness act is the variety of politeness act that contains the purposes of character education. The discourse of education column in *DNN* can be identified as a number of messages of character formation for elementary school students. In the context of basic education, character education is important as a foundation for the formation of national culture and character ([Lonyangapuo & Ph, 2018](#); [Normand & Kohn, 2011](#); [Sharif, Azman, Balakrishnan, Yaacob & Zain, 2018](#)). Therefore, education and character are two entities that cannot be separated from the students’ development and growth ([Kasiyan, 2012](#); [Mustadi et al., 2017](#); [Noor Choliq, Tukiran, 2012](#); [Novaryatiin, Priyanto & Masduki, 2006](#); [Setiawan, 2015](#)).

Character education values that can be gained from the discourse of education column in *DNN* are in accordance with the character formation of elementary school students, namely, (a) religiosity, (b) honesty, (c) tolerance, (d) discipline, (e) sincerity and hard work, (f) creativity, (g) independence, (h) democracy, (i) encouragement of curiosity, (j) spirit of nationality, (j) love for the homeland, (k) appreciation for achievement, (l) friendliness and communication, (m) peace-loving, (n) fond of reading, (o) caring for the environment, (p) social sensitivity, and (q) responsibility. The value of religiosity, honesty, and social harmony are the three foundations for the formation of the students’ character ([Wayne, 2007](#); [Hammani Babangida Fatima, 2017](#); [Sukarno, 2015, 2018](#)). The abbreviation of AKAL is made out of character education values, namely, ability to adapt, ability to compete, ability to build, access to communication, and ability to be flexible in community life.

Character Education Value of Religiosity

The character education value of religiosity reflects the obedient attitudes and behaviors in carrying out the teachings of the religion, in being tolerant of other religions, and living in harmony with believers of other religions. Directive politeness acts that contain the religious values are as follows:

- (9.a) “Kita tidak pernah tahu doa kita yang mana akan dikabulkan. Maka, perbanyaklah doa...” (1.b(24)/PMAS)
- (9.b) “Insya Allah, setelah sukses nanti ingin sekali membahagiakan orangtua...” (1.b(26)/PMAS)

It appears that the directive politeness acts in (9.a) and (9.b) contain the education values of religious character as shown in (9.a). Therefore, the word ‘do more prayer’ means the behavior to perform duties by being grateful and submitting to the God’s fate in all things and to keep praying upon Him. In the directive politeness act (p.b.), the word “Insya Allah (God willing) really want to bring happiness to the parents after success” is the sentence that is habitually uttered before doing anything.

Character Education Value of Honesty

Honesty is a character education whose behavior is based on efforts to make a person who can always be trusted in words, actions, and work.

- (10.a) "... seberapa besar pemanfaatannya sering luput dari perhatian" (1.a(9)/SDB)
- (10.b) "Menurut Saya, BSNP yang memberi masukan kepada Kemendikbud pun kurang cerdas. Buat apa coba sekolah diakreditasi A, B, kalau dalam hal ini disamaratakan semua" (1.b(14)/USD)

Directive politeness acts in (10.a) and (10.b) entirely contain the character education value of honesty. The markers and lingual markers in directive politeness acts "... how much the utilization is often overlooked", is an honest sentence to express that the most utilization is overlooked (10.a). "In my opinion, BSNP which gave the recommendation to the Ministry of Education and Culture was also less intelligent. Why are the schools accredited A and B, and they are all generalized in this case (10.b).

Character Education Value of Tolerance

Tolerance is character education that reflects the attitudes and actions and respects differences in religion, race, ethnicity, opinions, attitudes, and actions of others. These values are shown in the following directive politeness act.

- (11.a) "Kesiapan itu bukan hanya kesiapan waktu, tapi juga kemampuan guru..." (1.b(4)/JPUSBD)
- (11.b) "Tapi, ya itu, gurunya harus ditingkatkan dulu. Kalau sudah bagus tidak menutup kemungkinan bisa dilakukan..." (1.b(5)/JPUSBD)

The lingual and extra lingual markers of the character education value of tolerance in the above-mentioned utterances are "Readiness is not only the readiness of time, but also the teacher's ability ..." which is a sentence of tolerance because it offers to consider other things in (11.a). "But, that is, the teachers must be improved in the very first place. If they are good, it is possible to do it ..." The teachers who have not reached the criteria limit tolerates in (11.b).

Character Education Value of Discipline

Discipline is a character education that shows an action that reflects orderly behavior and obedience to various rules and regulations. It is seen in the following findings:

- (12.a) "jangan coba guru-guru tahan kelas (menahan) siswa yang tidak bagus nilai..." (1.a(10)/MKMSS)
- (12.b) "... Kalau sudah selesai, baru akan diputuskan..." (1.b(2)/JPUSBD)

The aforementioned directive politeness act entirely contains character education value of discipline. It is shown in (12.a) by which the word do not indicates that the word is used to prohibit an action. Likewise, (12.b) also show discipline as the word in data in (27.b) "... if it is finished, it will be decided shortly...".

Character Education Value of Hard Work

Hard work is the character education that shows the behavior reflecting serious efforts in overcoming some obstacles in learning and in doing the assignments well.

- (13.a) "... Namun, baru kali ini tercapai saat GSMS berjalan" (1.a(3)/SMSDB)
- (13.b) "Kami harus memperbaiki kondisi ini dengan memberdayakan guru..." (1.a(6)/SDB)

The directive politeness act as stated in (13.a) and (13.b) contains the character education value of hard work. This is shown in the data (13.a) "...However, only this time it reached when GSMS was running" indicates that it had previously worked and did not give up, thus GSMS was running. The lingual marker on (13.b) was "We must improve this condition by empowering the teacher...".

Character Education Value of Creativity

Creating value is character education that shows the moment when we are thinking and doing something that produces new ways or results.

- (14.a) "Ada macam parent's Voive, semacam penampungan aspirasi..." (1.a(12)/MKMSS)
- (14.b) "Programnya kita wujudkan tahsin, perbaikan bacaan, tahfidz dengan target pencapaian tiga juz dengan irama Muhammad Toha" (1.b(34)/MSKT)

The utterances in (14.a) and (14.b) are directive politeness acts that contain the character education value of creativity. It was pointed out in (14.a) "There is a kind of parent's Voice, such as a shelter of aspirations..." shows creative character by forming a positive activity that inspires, while the data in (14.b) stating that the programs that we realize are tahsin, improvement of reading, tahfidz with the target of achieving three juz with the rhythm of Muhammad Toha" are creative activities that are carried out for making a renewal in educating students.

Character Education Value of Independence

Independence is a value and character education that shows attitudes and behaviors that is not being dependent on others in completing tasks.

(15.a) "... pemerintah ingin memberdayakan guru dalam pembuatan soal" (1.a(4)/SDB)

(15.b) "Di USBN, kami minta guru membuat soal esai atau uraian..." (1.a(5)/SDB)

The utterances in (15.a) and (15.b) are directive politeness act that contains the character education value of independence. It is shown in the data (15.a) and (15.b) indicating that the character is independent so that the teacher can develop the talents in questioning and such activities can empower teachers.

Character Education Value of Democracy

Democracy is character education that shows how to think, behave, and act that values his rights and obligations to others.

(16.a) "Menurut Saya, ada juga beberapa mapel dari delapan mapel yang..." (1.b(9)/UTTP)

(16.b) "Apakah tidak ada cara lain untuk menggambarkan kemampuan siswa SD?" (1.b(16)/USD)

The speeches appears as illustrated in (16.a) and (16.b) are a directive politeness act that contains the character education value of democracy. This points out that lingual markers are voicing an opinion that is thought regarding some things that happened.

Character Education Value of Curiosity

Curiosity is character education that shows attitudes and actions that always strives to know more deeply and extensively than what is learnt, seen, or heard.

(17.a) "Para murid sekolah dasar yang saya ajar sangat antusias..." (1.a[1]/SMSDB)

(17.b) "...dievaluasi pembuatannya seperti apa? Mempertimbangkan aspek apa saja? Karena soal dari pusat ini untuk diujikan secara nasional?" (1.b(17)/USD)

Utterances in (17.a) and (17.b) are directive politeness act containing character education values of curiosity. It is indicated by "elementary school students that whom I teach are very enthusiastic...", which means that they follow the activity carefully in (17.a) and many question marks (?) indicate more curiosity about the evaluation problem in NFE, particularly in directive politeness act (17.b).

Character Education Value of Love of the Homeland

Love of the homeland is character education that has a way of thinking, acting, and insight that puts the interests of the nation and the state above themselves and group interests.

(18.a) "Ini salah satu cara melestarikan tarling klasik" (1.a(2)/SMSDB)

(18.b) "USBN itu bersifat nasional, Saya rasa perlu ada ujian semacam itu untuk mengetahui dan mengevaluasi pendidikan di berbagai daerah" (1.b(30)/UDPES)

The utterances in (18.a) illustrate the directive politeness act that contains the character education value of love of the homeland. It is shown in the data (18.a) "This is one of the ways to preserve classical tarling", by which the sentence shows the love of the homeland because of the demand to preserve it. Likewise, in (18.b), the word in various regions shows about the thinking of the nation first before doing any action.

Character Education Value of Achievement Appreciation

Appreciating achievements are character education that has attitudes and actions to encourage people to produce something useful for the community, and recognize and respect others.

(19.a) "... Kami merasa terbantu karena orangtua lebih mudah diajak kerja sama" (1.a(13)/MKMSS)

(19.b) "Itu cukup membantu kita karena kita menyadari itu. Tanpa mereka kurang juga. Makanya mereka mitra"
(1.b(37)/MSKT)

The utterances in (19.a) and (19.b) are the directive politeness act containing the character education value of appreciating achievement. It is illustrated by the data in (19.a) "...We feel helped because the parents are easier to work with", which indicates a character that appreciates achievement with the students' parents who are gladly to work together. "That helps us enough because we realize that in (19.b). It will be so empty without them, so they become the partners", shows the respect for parents who take the time to help during their activities.

DISCUSSION

The foregoing research results show that the directive politeness act in the discourse of education column of DNN can be classified into six categories of the directive politeness act. The forms of directive politeness act of advising and asking are more dominant than that of prohibiting and criticizing. The findings illustrate the message conveyed by the character education value in the educational discourse column of DNN and state that asking and advising are the most appropriate choice for the formation of students' character rather than prohibiting or criticizing, as these acts can cause obstacles in the formation of the character of students, who are still dependent on others and looking for their own identity. Character is an important capital for students ([Dalglish et al., 2007](#); [Kasiyan, 2012](#); [Mccoy, 2017](#); [Mustadi et al., 2017](#); [Suastra et al., 2017](#)).

The purpose of directive politeness act in the educational discourse column of the DNN is forming character education among elementary school students, which contains the character education values of: (a) religiosity, (b) honesty, (c) harmony-tolerance, (d) discipline, (e) sincerity and hard work, (f) innovation and creativity, (g) independence, (h) openness and democracy, (i) curiosity, (j) love for the homeland, and (k) achievement appreciation. Meanwhile, the character education values are: (a) national spirit, (b) friendly / communicative, (c) peace of mind, (d) fond of reading, (e) caring for the environment, (f) social care, and (g) responsibility implied in the wholeness of the explicator in the directive politeness act.

The results of the study related to politeness show that taxonomy does not reflect the level of effectiveness. The results of the study of [Zasko-Zielinska \(2014\)](#) state that the categories of directive politeness act are included in asking, inviting, questioning, investigating, governing, directing, prohibiting, allowing, suggesting, and encouraging. The continuity of a directive politeness act is based on various modes. Therefore, the results of this study provide another perspective on directive politeness act in relation to the formation of character education, especially for elementary school students.

The results of this study puts religious values as the main framework in the DNN, particularly in the discourse of education column. In line with the previous results, it is also found that directive illocutionary speech acts are not limited to the use of imperative sentence types, but they can be found by using declarative sentences ([Blum-Kulka, 1987](#); [Zaka Al Farisi, 2015](#)). The directive politeness act of prohibiting is one of the forms that was greatly avoided in the discourse of education column in Kompas and Republika. This means that directive politeness act of prohibiting is a form that is less in line with the context of Indonesian readers, especially elementary school students.

Directive action in communication events and processes is one of the dominant forms of directive politeness act that has been used. This finding is reasonable because the communicating person is driven by two purposes, namely, governing and prohibiting. Governing is done by having all sub-aspects and prohibiting is done with all sub-aspects. The directive illocutionary functions are to govern, suggest, ask, appeal, prohibit, advise, persuade, and allow. The results of the study carried out by [Abuya \(2012\)](#) reports that the speech act carried out by the president described democratic leadership through the speeches. The function of the directive acts performed by the lecturer-student interaction is dominated by commanding rather than other functions. Meanwhile, the function of the directive act by the student-lecturer in workshop class interactions is dominated by asking, when compared to the function of commanding ([Thamrin, 2010](#); [Safar, 2016](#)).

The principle that underlies the communication techniques and strategies of the Indonesian people is the maintenance of harmony with the interlocutor and the mono-cultural partners, which depends on the Javanese culture and the indirect and non-literal circular. The results of this study show that teachers use four maxims, namely, maximal wisdom, generosity maxim, approval proverb, and agreement proverb, to communicate with students and yet, there is a lack of simple proverb and sympathy proverb. It is subsequently found that teachers dominantly use a proverb that contains wise meanings in their directive politeness act, and the students' obedience influences their pragmatic competence and

positive emotions towards politeness utterance delivered by them. In general, the speaker's strategy is based on different contexts of other speakers.

Character education is an important pillar in the formation of students' personality. The children's growth and development are influenced by many things. Mass medium is one of them. Therefore, Kompas and Republika as DNN become one of the references to national news references and need to pay attention to the intended character education messages. It is in line with the results of a study conducted by [Prayitno \(2018\)](#), which underlines that officials in the Javanese government often use places where politeness and cooperative principles maintain the harmony with their subordinates.

CONCLUSION

The directive politeness act is one of the prospective and projective forms of speech act. The characteristic of the current politeness act is the willingness (particularly, of the interlocutor) to carry out an action. Likewise, it is included in the directive politeness act that the action, which is carried out or not carried out, does not cause threats to the readers. There are varieties of sub-acts of directive politeness in DNN of Kompas and Republika that form the readers' character. Various realizations of sub-acts of directive politeness, which are dominantly used in educational discourse column in Kompas and Republika, are the sub-acts of advising, supporting, instructing, asking, expecting, suggesting, compelling, appealing, and recommending. Meanwhile, sub-acts of directive politeness, which are not dominantly used, are sub-acts of reprimanding, teasing, swearing, governing, commanding, allowing, offering, inviting, persuading, demanding, and prohibiting. This finding illustrates that the directive politeness act in Kompas and Republika is educative and serves as a guide to the formation of the character of readers, particularly, the elementary school students. It is marked by the sub-act of directive politeness, which is more advising and supporting than instructing and commanding.

The character education values contained in Kompas and Republika can be identified into eleven values, namely, (a) religiosity, (b) honesty, (c) tolerance, (d) discipline, (e) sincerity to work hard, (f) creativity, (g) independence, (h) democracy, (i) curiosity, (j) love for the homeland, and (k) appreciation for others' performance. The values of honesty, religiosity, and tolerance are strong features of the education discourse column in DNN. This finding is in line with the main capitals of divinity, harmony, unity, and tolerance, to build Indonesia as a developed and superior nation. The character education values in Kompas and Republika are important within the educational framework to form the aspects of independence and maturity among readers in the Indonesian context.

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