

The Fulfilment of Student's Deficiency Need by Teacher's Directive Speech Act Strategy

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Abstract—There are many studies on directive speech act from politeness perspective. However, those studies only focus on speaker's perspective such as the form of speech, speech act strategy, and contextual influences on speech act choices in interpersonal relations. The attention which is relatively less given is on the effects of speech on interlocutor, particularly their reaction and response. Therefore, this paper of study result give the effects of speech act on interlocutor in instructional or learning context, particularly the effects of teacher's directive speech act strategy on student's emotional response/affective color. Each student has deficiency need, such as love, affection and self esteem as the basic needs which should be fulfilled in advance before growth need. Student who feels not being loved and respected will not has strong motivation to achieve the goal in growth need. Student who feels being loved and respected will like to study, creative, and optimal in self actualization. This study use qualitative-phenomenology research design and data collection technique through observation, recording, questionnaire and interview; whereas data analysis through heuristic analysis, domain and taxonomy. The result of study showed that the communication function of directive speech act strategy used by Bahasa Indonesia teachers consist of commanding, requesting, forbidding, suggesting, asking, and inviting which are realized directly and indirectly. Teacher's directive speech act strategy which get positive affective response from students are (a) direct speech, (b) contain praise (c) use greeting as sign of love and name, (d) avoid the use of words *saya* and *kamu*, (e) involve speaker and interlocutor in activity, (f) use the sign of polite request, (g) contain joke, (h) consider interlocutor's desire, (i) strive for agreement, and (j) indirect speech. Teacher's directive speech act strategy which get negative affective response from students are speech which (a) indirectly contain irony, (b) greet with interjection, (c) compare, and (d) contain denunciation. Affective color as emotional sign much influence cognitive learning process, motivation, and class interaction. This emphasize the importance of teachers to do emotional regulation in classroom. Through directive speech act strategy which is good and effective, teacher maintain students

emotion to be always positive, namely happy, glad, and enthusiastic in learning.

Keywords—deficiency need; directive speech act; affective color response; heuristic analysis

I. INTRODUCTION

One of teacher qualifications as professional educator in Indonesia is that they should have social competence (Act No.14 of 2006), namely should be able to communicate and mingle with students, educator fellows, educational staff, students' parents/caregiver and surrounding community. This expected ideal competence will guarantee the achievement of national education aim, namely *student's potential will develop to become human who believe in The One and Only God, has lofty character, healthy, knowledgeable, proficient, creative, independent, and become democratic and responsible citizen.*

Therefore, teacher should understand that each student has deficiency need (Maslow in Slavin, 2011), namely physiological, safety, love and self esteem needs as basic need which should be fulfilled in advance before growth need. The growth need of student comprise knowing and understanding, esthetical, and self actualization. The most important deficiency need are love and self esteem. It is impossible for students who feel not being loved and respected whereas they capable, to have strong motivation to achieve the goal in growth need (Stipek, 2001). Teachers who can cheer up their students and make them feeling being loved and respected as individual will help students to like learning and willing to be creative in order to actualize themselves. Students' deficiency need can be fulfilled by teacher effort to speak well so they can motivate students to fulfill growth need. Therefore, teacher should be able to control student behavior by speaking

which can enhance their self confidence (Ormrod, 2009). It is also expressed by Fried (2011) in his study that in learning, emotion (for the next, the term affective color is used) much influence cognitive learning process, motivation and class interaction.

Emotion can enhance cognitive process so it can be viewed as integral part of learning process. In his writing, Fried emphasize the importance of teacher to do affective color regulation in class, namely ability to control experience and emotional expression. Teacher should understand the situation which can make students feeling angry, frustration, afraid and sad. Through good and effective speech, teachers should maintain student's affective color in order to be always positive, namely feeling glad, pleasure and enthusiastic in learning. Therefore, it is important to do study on how teacher's directive speech act in learning which can effected on positive affective color or positive emotional of students.

II. LITERATURE REVIEW

Many experts who had studied directive speech act activity from politeness perspective (Brown & Levinson, 1978, 1987; Holtgrave & Yang, 1990, 1992). Implicit theory about directive speech act, such as asking (Kim & Wilson, 1994) along with strategy and its contextual influence (Holtgraves & Yang, 1990, 1992, Meyer, 2001, 2002). However, the dominant study on directive speech act and its realization focus on the choice of message, strategies, and contextual influences (for example strength, relation and coercion) toward the choice of messages in interpersonal relations (Brown & Levinson, 1987; Holtgraves & Yang, 1992). The attention which is relatively lackis on the effects of message on receiver, particularly their reaction and response (Grant, King & Behnke, 1994, Zhang, 2007).

As far as researcher observation, one communicative function of directive act, namely *request* which involve speaker and interlocutor which is done by Zhang (2007) in his journal titled "Teacher Request Politeness: Effects on Student Positive Emotions and Compliance Intention." From the result of study, it is found that teacher request politeness effect on students' positive emotion and obedience. Therefore, teacher should know the request politeness strategy in order that students can show obedience behavior and have positive emotion such as feeling glad when doing that teacher request.

Next, the affective color effects on individual behavior, among others are (1) strengthened the spirit when someone feeling happy or satisfied for the achieved result; (2) weakened the spirit if there is disappointment for the failure and it can be escalated to become despair or frustration; (3) inhibit or disturb learning concentration if someone experience emotional strain and it can invoke nervous and stutter in speaking; and (4) social adjustment is disturbed if someone experience jealousy and envy; and (5) emotional atmosphere experienced by individual during childhood will influence his/her attitude in the future, both for him/herself and the others (Yusuf, 2005, p. 57).

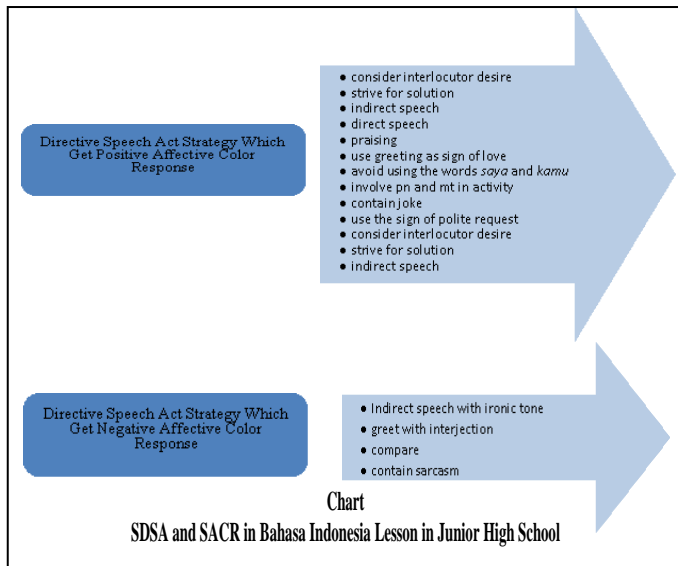
III. METHOD

This study use qualitative approach with phenomenological method. It is done because this study aims to describe the strategy of speech act politeness in Bahasa Indonesia lesson naturally based on phenomena occur naturalistically, inductively, holistically with data processing based on participant perspective, contextual, and perspective emic (Cresswell, 1998, p. 51; Fraenkel, et all, 2012, p. 509). The site of data collection is done in Bandar Lampung, in public and private Junior High School. Study data comprise all teacher's directive speech act in Bahasa Indonesia lesson in 7th, 8th, 9th grade. The subject of study are Bahasa Indonesia teachers who come from different tribes, namely Lampung, Palembang, Sunda, and Java. Data collection in this study use listening technique. This listening technique is identical with observation technique which is used to be done in each study. As for the basic of this listening technique is recording technique followed by audio visual recording technique. Analysisof pragmatic power use domain analysis technique, taxonomy analysis (Spradely in Riyadi, 2014), and heuristic analytic (Leech, 1993). Data analysis is done by taxonomy technique. Data analysis activity comprise data reduction, data display, and conclusion (Miles and Huberman, 1992).

IV. RESULT AND DISCUSSION

Each teacher's directive speech act (SDSA) invoke the student's affective color response (SACR) which comprise positive and negative response. Based on data analysis, positive affective color occur as response to teacher's directive speech act are happy, glad, proud and neutral. By using politeness strategy perspective, Brown and Levinson (1987), it is known that teacher's directive act strategy which get positive affective color response from students are (a) direct speech, (b) contain praise(c) use greeting as sign of love and name, (d) avoid the use of words *saya* and *kamu*, (e) involve speaker and interlocutor in activity, (f) use the sign of polite request, (g) contain joke, (h) consider interlocutor's desire, (i) strive for agreement, and (j) indirect speech.

Negative affective color pose the problem which disturb individual or the environment surrounding that individual such as sad, angry, upset, anxious, insulted, hate, disgusted, afraid, embarrass, etc (Lazarus, 1991). Student's negative affective color response consist of feeling of upset, afraid and embarrass. As for teacher's directive speech act which invoke negative affective response are (a) indirectly contain ironic tone, (b) greet with interjection, (c) compare, and (d) contain sarcasm. The explanation of this finding result is presented based on student's negative emotion type followed by teacher's directive speech act. Chart give summary of that strategy and response.



To find out how teacher’s directive speech act strategy and student’s positive affective color response, the following is the data example of speech and its context.

TABLE I. ANALYSIS OF SDSA (PRAISING) AND SACR (GLAD)

No	Domain	Context	Participant	Directive Speech
1	Bahasa Indonesia lesson in Class VII	During short story writing lesson, teacher monitor students activity in writing short story. She stop for a while to see the writing of a student named Fajar who almost finish. To give input, teacher use praise.	Teacher : Fajar:	“Your writing has been good Fajar, add one event in order that the plot is coherent logically!” [Me-71/T1] “Yes, Mrs.” (This student smiles while nodding his head then writing again.”

In general, feeling of glad and pleasure are expressed by smile and laugh (Watson, 1988). With positive feeling, someone can feel love and self confident. *Pleasure is expression of relief namely feeling of free from tense*. Usually feeling glad is caused by the surprising things. Pleasure is one synonym for happiness including feeling of joy, satisfied, glad, enthusiastic, happy, cheerful and full of glory.

The speech event in data (1) take place in writing short story lesson in 7th grade. At that time, a teacher walk around the class to monitor the activity of students who are writing short story. The teacher then come up a student named Fajar who seems very serious doing his task. The teacher use directive speech act strategy *directly* which function to *command* by using positive politeness sign namely *praising* and conform the *maxim of praise*. By realization of this speech act, there is a student who give pleasure response. Feeling of pleasure is expressed by smile or laugh. It is seen clearly from the facial expression of a student named Fajar who smile then nodding his head which shows that he understand the command in speech (1). As said by psychology experts, feeling glad and pleasure are synonym with the state

of feeling happy in individual. The difference is feeling glad is more caused by a pleasant surprise. As in directive speech in data (1), students do not think that their teacher praise their work so even though they are given input or correction from teacher, he still feeling glad because he does not think that he will get praise. So, to correct or criticize the deficiency of student’s work or writing, in speech (1) teacher give praise in advance with the phrase *it has been good*. then giving input in order that his writing is developed from plot aspect. This praise is very good because it can give positive effect to interlocutor, namely as motivation or stimulus to write better. In addition, with this praise, student do not feel that he does mistake or bad with what he had done. He seems glad, smile while nodding his head and enthusiastic to write again. It means that to correct or criticize students, teacher should give reward in advance for what they had done in order that students are motivated to do better.

TABLE II. ANALYSIS OF SDSA (INSINUATION) AND SACR (FED UP)

No.	Domain	Context	Participant	Directive Speech
2.	Bahasa Indonesia lesson in Class IX	Happened at the time of learning to praise and criticize the work of others, the teacher greeted a student named Ade who had not been to school with indirect speech, meaning to remind him not to be lazy again.	Teacher : Ade: Other students	"Apparently today we have new students. Happy joining Ade. It's been a while since we met. " [Me-155 / TT1 / Int] (Head down while leaning against the wall, smiling sarcastically, looking down). "Two weeks" (answer some students synchronously)

The indirect directive on the speech data (2) receives a negative emotional response, which is annoyed. Seen from the expression on Ade’s face smiling sarcastically as he looked down, let alone friends mock him with answering has been two weeks of not attending school. The incoherence of satirical speech implies irreverent politeness (Leech, 1983). Therefore, it is natural that the effect or effect of perlocusi on the speech partner is not pleasant. Partners said, such as Ade feel annoyed, do not like because they feel mocked especially in front of his classmates.

Furthermore, based on the continuity of speech acts, it can be stated here briefly that the direct speech acting strategy spoken by the teacher in the lesson uses an imperative structure with the function of telling, asking, banning, suggesting, asking, and asking. The continuity of the directive's speech is to be instructed by the teacher to be effective and communicative. Pragmatically, this is due to the vertical social distance factors of the participants of speech events, ie teacher-students and the context of formal learning tend to require a straightforward and literal speech. To that end, the findings of the direct speech act strategy of the teacher directive can be summarized as follows.

TABLE III. DIRECT TEACHING STRATEGY TEACHER DIRECTIVE IN LEARNING

Structure	Communication Functions	Affective Color Response
Imperative	order, ask, invites, prohibit, recommend	neutral, happy, shy, fed up, afraid, proud
Interogative	Ask	neutral, happy, fed up, shy

Speech strategy of teacher directive using direct strategy (SL) is imperative and interrogative. The imperative structure of communication functions enjoined, requested (mn), prohibited, suggested, asked, and invited, while the interrogative structure functioned the communication of the request. The affective color response depends on the use of the lingual marker. For example, in the telling function using the exclamation point (+ KS) responds to the affective color of fear, without using the exclamation (-X) responding to neutral affective colors, and the use of the word hello (+ Sa) raises a neutral affective color response. The following is a sample data of the speech directive of the teacher who is spoken directly.

TABLE IV. DATA ANALYSIS OF COMMUNICATION FUNCTIONS

No.	Domain	Context	Participant	Directive Speech
1.	Bahasa Indonesia lesson in Class VII	The busy students will start fast and noisy reading skills. Master told them to calm down using the imperative structure.	Teacher : Student :	"Listen to Mother's explanation!" ([Me-1 / TI] (immediately paused and noticed the teacher's explanation)
2.	Bahasa Indonesia lesson in Class VIII	the teacher asks the students to close the chair to the table to write in the correct position using the imperative structure	Teacher: Student:	"Pull! Pull, seat Close to table, just write." "([Me-51 / TI] The students immediately pulled up his chair, while looking at the left and then told the friend sitting in front of him to pull the chair close to the table
3.	Bahasa Indonesia lesson in Class VIII	the teacher asks all the students to make the best poster, imperative structure	Teacher: Student:	"So now make a poster as interesting as possible, the color should be full, yes!" [Me-132 / TI] " Some keep writing, some students are nodding, and there is a "Oh ..."
4.	Bahasa Indonesia lesson in Class VIII	teacher rebukes Ubay for calling his friend negative / unkind, teacher intends to tell Ubay to call a friend with a favored call	Teacher: Ubay:	Ubay, call your friend with the preferred call! "[Me-135 / TI] "Yes ma'am." (Ubay is shocked and smiles embarrassed and lilih replied)

5.	Bahasa Indonesia lesson in Class IX	the teacher asked a male student who answered wrongly and clapped his hands hard, then told his friends, the imperative structure	Teacher: Student:	"Er ... Repeated! [Me-57 / TI] "The question word" he replied. (he had answered it adiksimba)
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Speech events in (1-5) occur in the morning, during the learning process of Indonesian language. In speech (1), the teacher wants to provide an initial explanation regarding the practice of measuring KEM. Students are very enthusiastic to practice KEM, they are busy preparing and noisy. Master attempts to calm by speaking imperatively telling the students to be silent and pay attention to the explanation. The tone used was high enough, "Listen to Mother's explanation!" And emphasize the word first. All the students were shocked and instantly stopped and watched the teacher explain. In the speech (2), the teacher sees many students who write in an incorrect sitting position, the distance of the body and the table is too far away so he asks the students to improve their sitting position, with the words "Pull! Pull it, seat ... close to the table, just write." Intonation of this speech is quite high with emphasis on every word. Students are shocked to hear it, then they hastily follow the instructions of the teacher while arranging each other's friends in front and next.

In contrast to the speeches (1) and (2) pronounced with a high enough tone, in speech (3), when assigning a poster job, the teacher asks the students to make posters of intact color with an unresisting tone even at the end of the utterance category of fatis that functioned for approval. With the utterance, "So now make a poster as interesting as possible, the color should be full, yes!" Has generated a positive student response. The students look eager to make a poster and some students mumble answering "Ooh ..." From the student's speech it is implied that they just understand that the coloring of the poster must be intact and full.

When he heard a student named Ubay calling his friend a negative nickname, the teacher immediately spoke as seen in speech (4), which is "Ubay, call your friend with a preferred call!" In a moderate tone, but emphasizes the word call and is liked. The student was surprised to hear the teacher reprimand and immediately answered "Yes ... Mom." Smiling and bowed.

Speech (5) is spoken by the teacher when he heard the wrong answer from a male student. Clapping one time and hard, the utterance is spoken with a high tone and emphasizes each word: "Er ... Repeat! has made the student surprised and smile shy, then fix the answer (told his friends) with the answer "Said question ..." (originally answering adiksimba). Every speech tells it (1-5) is spoken directly. This means that speech is formed with an imperative structure with the intent of commanding or commanding. This is done by teachers because the relationship of teachers and students vertically so that the speech is delivered in a straightforward manner for communicative and effective done.

Furthermore, indirect directive speech acts in learning are spoken using six strategies, namely (1) rhetorical questions, (2) giving guidance, (3) tautologies, (4) ellipses, (5) irony, and

(6) comparing. The six strategies use declarative and interrogative speech structure. These findings can be summarized in the following table.

TABLE V. THE INDIRECT STRATEGY OF SPEECH ACTS IN LEARNING

No.	Strategy	Structure Speech	Function Communication	Affective Color Response
1.	Rhetorical Question (PR)	Interrogative	questioning, order	neutral, shy, happy
2.	Provide Directive (MP)	Deklarative	order, ask	netral, shy, proud
3.	Tautology (Ta)	Deklaratif	invites, ask	happy, neutral
4.	Elliptical (Elp)	Deklarative	prohibits, invites	neutral, shy
5.	Insinuating	Interrogative dan Delarative	questioning, order, ask	shy, neutral, fed up
6.	Compare (Mb)	Deklarative	order, ask	neutral, shy, fed up

The indirect strategy of speech acts of teacher directive in Indonesian language learning in junior high school is realized by using rhetorical questioning strategy, giving guidance (MP), tautology (Ta), ellipse (Elp), insinuation, and comparing (Mb). Each strategy generates a different affective color response from the student. For example, a rhetorical question strategy with an interrogative structure functioning by using your greeting language (+ you) responding to the affective color of annoyance, which uses the name greeting gets an affective shame color response, and who does not use the greeting (-Sp) in response to the affective color of fear.

The findings of this research confirm what Zhang did in 2007 under the title Teacher Requests Politeness: Effects on Student Positive Emotions and Compliance Intentions contained in Human Communication. A Publication of the Pacific and Asian Communication Volume 14 Number 4 (347-356). Objectives This study investigates the effect of teacher demand politeness on students' positive emotions and compliance intentions. Demand with high politeness is found to be more likely to gain positive emotions than demand with low levels of politeness. The findings also show that positive emotional media is a medium or a means of generating compliance intentions from speech requiring teachers who have high levels of politeness. That is, the invoking speech of polite elicits the students' porous emotions which then affect their adherence intentions to the teacher's request. With the approach of quantitative research and experimental methods, Zhang (2007) has proven the effect or effect of stratgei politeness of speech act directive. The following quote acting speech directive asks in Zhang (2007) article.

High: You failed the mid-term exam because you were so overwhelmed with extracurricular activities that you did not have time to study. Your professor asked: **“Do you think you could please quit some of your extracurricular activities for the rest of the semester and focus more on your studies? Could you please try it?”**

Low: You failed the mid-term exam because you were so overwhelmed with extracurricular activities that you did not have time to study. Your professor said: **“You must quit some of your extracurricular activities and focus more on your studies. You must do it!”**

Zhang's excerpt data show that direct directive acts have a low level of politeness. Conversely, the act of speech directive does not directly have a high level of politeness. As with the research findings in this article, the directive speech acting strategy does not directly lead to a more positive affective color response, compared with direct directive speech acting strategies.

V. CONCLUSION

To maintain students feeling in order that they feelbeing loved and respected, teacher needs to use *directive speech act strategy*(SDSA) which can invoke student's positive affective color response (SACR) so learning take place in conducive and effective manner. As for SDSA with SACR (feeling glad, pleasure, proud and neutral) are (a) direct speech, (b) contain praise element, (c) use greeting as sign of love and name, (d) avoid using the words *saya* and *kamu*, (e) involve speaker and interlocutor in activity, (f) use the sign of polite request, (g) contain joke, (h) consider interlocutor desire, (i) strive for agreement, and (j) indirect speech. Whereas, SDSA which invoke negative affective color response from students (upset, afraid and shy) are (a) indirect speech with ironic tone, (b) compare and speech which violate politeness, namely there is element of sarcasm and greeting with interjection *he*.

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