



Divergent Principles of Politeness in Verbal and Non-Verbal Directive Speech Act



Lindayana ^a
Arifuddin ^b
Halus Mandala ^c

Article history:

Received: 10 November 2017

Revised: 25 February 2018

Approved: 1 March 2018

Published: 6 March 2018

Keywords:

Directive Speech;

Learning Process;

Diverged Principles;

Abstract

This study was conducted aiming at examining: (1) the divergent principles of politeness in students' directive speech act (2) factors affecting politeness and impoliteness in verbal and non-verbal directive speech act produced by students at grade X in Senior High School 1 Mataram in the learning process. The subject of this study are teachers teaching Bahasa Indonesia, English, Economy, History, Math, Religion, Civic, and Science, and all students at Grade X of Science 1, Science 3 and Social 2 in Senior High School 1 Mataram. This study is a descriptive qualitative research. The data source in this study is the number of utterances produced by students and teachers in the learning process. The data were collected through observation. This study revealed that: (1) there were divergent principles of politeness in participants' directive speech act namely single and multiple divergent principles of politeness affected by speaker intentionally accused addressees, intentionally uttered by neglecting the context, was protective to other arguments, showed emotional feeling, given critiques in impolite words and mocked at other; and (2) there were factors affecting politeness and impoliteness in verbal and non-verbal directive speech act produced by students in learning process namely linguistic factor and non-linguistic factor.

2454-2261 ©Copyright 2018. The Author.

This is an open-access article under the CC BY-SA license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

All rights reserved.

Author correspondence:

Lindayana,

Mataram University-Indonesia

Email address: lindayana351@gmail.com

1. Introduction

Language is the reflection of a human personality even the reflection of the nation's personality. It means that through language a person or a nation can be recognized personality. Language plays a fundamental role in establishing harmonious relationships between people. Language is also the main medium of communication in a

^a Mataram University-Indonesia

^b Mataram University-Indonesia

^c Mataram University-Indonesia

society. Human culture can not happen without language, because the problem is a factor a formation of a culture (Nababan, 1986:50). By language, one can express thoughts, feelings, ideas and abilities to others in a particular social group. Language is always used by humans in various concepts to meet the needs of their life. Therefore, language politeness is reflected in how people communicate through verbally and non-verbally. When communicating, we must pay attention to cultural norms, not just convey an idea we think about. Language procedures should be in tune with the cultural elements presenting in the community. If a person's language is not in line with cultural norms, the person will get a negative value, for example, accused of being arrogant, indifferent, selfish, not cultivated, even not cultured. For that reason, the power of the word lies not in the word itself, but on who speaks or speaks the word. (Bourdieu (1994) in Raharjo, 2004: 2). Valuing language politeness depends on how we speak and with whom we speak. Speech theory is a view that reinforces that the expression of a language can be well understood when associated with the context of the occurrence of the phrase. Grice in Wijana (1996: 46) says that related to the maxims the principle of politeness includes principles of cooperativeness and principles of politeness. In the cooperative principle there are four maxims, namely (a) the maxim of quantity, (b) the maxim of quality, (c) the maxim of the relationship, (d) the maxim of way. Meanwhile, the maxim of politeness are divided into six categories namely (a) maxim of wisdom, b) maxim of generosity, (c) maxim of appreciation, (d) the maxim of simplicity, (e) maxim of agreement, and (f) maxim of sympathy.

One of the maxims or principles contained in the pragmatic study is language politeness. Language politeness is reflected in the way of communication through verbal and non-verbal signs in speaking smoothly, well, and politely. Verbal behavior in imperative functions, for example, is seen in how the speaker expresses the command, necessity, or prohibition of doing something to the said companion. While non-verbal behavior is seen from the accompanying gestures. The classification of speech acts based on the intent of speakers when speaking is the directive speech. Directive speech is a speech act that serves to make the speakers perform an action, such as commanding, prohibiting, suggesting, asking, and so on. Related to language politeness, recently the behavior of adolescents is obviously deviate from the principle of language politeness. Its existence is very disturbing society and cause the occurrence of conflicts. By the time goes by, language users have moved away from the cultural and moral elements that lie behind them. It means that they no longer concern with rules and manners or politeness in speaking. In addition to time, attitudes also affect one's behavior through decision-making processes such as behavior toward things, behavior toward norms or beliefs, and behavior toward norms for certain behaviors to deviate from language politeness (Azwar 1995: 11). This is due to the effectiveness in communicating and the speed that is always chased by time. Another thing that is not less important in giving the value of assistance in communication is non-verbal language. As the results of research conducted by Dr. Albert Mehrabian at the University of California, Los Angeles (in Goman, 2008: 26, Bowden, 2010: 6-7), it found that only 7 percent of communication results are determined by the use of words. The understanding of the message is 38 percent based on tone of voice, and 55 percent based on facial expressions, gestures, body position, and other forms of non-verbal communication. The criteria of politeness, especially directive politeness, can not only be measured from the verbal aspect but the non-verbal aspect is also an important factor to be considered.

An example of a linguistic phenomenon that researchers find is utterance uttered by one of the teachers and students at SMAN 1 Mataram below.

Guru : "di mana kamu taruh buku yang tadi ibu kasih pinjam"?

(Teacher: "where did you put the book that you had borrowed?")

Siswa: "saya taruh di atas meja ibu di bawah map yang warna kuning itu". (sambil menunjuk dengan telunjuk jari kiri)

(Student: "I put it on you desk under the yellow map". '(Pointing with the index finger of the left hand)

Guru: 'iya lain kali jangan menggunakan telunjuk jari kiri ya, tidak sopan itu.

(Teacher: 'yes next time do not use the index finger of the left hand yes, that is not polite.)

Siswa : Ya bu, (keluar meninggalkan kelas).

(Student: Yes bu, (leaving the class))

The above linguistic phenomenon is a fragment of several Indonesian speeches spoken by teachers and students. From the point of the speech, the students expressed disrespect, in which the non-verbal language students pointed by using the left index finger without apologizing. It can also be viewed as the verbal language that is "I put on your desk under the yellow map" "(pointing with the index finger of the left hand). Therefore, the

concept of non-verbal language politeness should be 'reread' theoretically so that it is used properly without deviating from the principle of linguistic politeness; therefore, the ideological understanding of the use of language should be used in order to be polite and courteous.

2. Research Methods

The terms and theories about speech acts were introduced by J.L. Austin and later developed by Searle (1969) by publishing the book *Speech Act and Essay in The Philosophy of Language*. Speech is an individual phenomenon, is psychological, and its sustainability is determined by the speaker's language ability in dealing with a particular situation. In the speech act more see the meaning or meaning of an action in the speech is contained in the communication process (Chaer and Agustina, 1995, 1993, 1995, 2014:44). The use of directive speech in the learning process can be viewed as a speech act. Speech is a theory that attempts to examine the meaning of language based on the relationship of speech and actions performed by the speaker Searle (in Rusminto, 2009: 74-75). Based upon this, the use of language, especially in directive speech act in the context of learning in the classroom, can be studied based on the theory of speech and pragmatic actions. Speech theory is used to study the types of speech and pragmatics used to examine the form, function and strategy of speech acts. In addition, Leech (1983) states that doing speech act language user must pay attention to the four principles of politeness, because politeness in speech act deals with the relationship between participants of the communication namely speakers and listeners. To be polite in doing speech act, the speakers use the sentence in their speech politely without having to offend the listener. The four principles that must be observed when doing speech act are; 1) the politeness principle in language describing a number of polite maxims that are in common with the cooperative principle proposed by Grice. The maxims expressed by Leech include; the maxims of wisdom, generosity, praise, humility, agreement, and maxim of inferiority; 2) the use of the word prohibition which is the expression of society for the solving of a number of behaviors or speech that may adversely affect the speech or community member; 3) the use of euphemisms, i.e., smoothing expressions to avoid negative impressions; and 4) the use of honorifics, which is the expression of respect for speaking and greeting others. The data collection in this research uses qualitative approach by applying descriptive method and observation that has the nature, factual, and accurate in expressing the phenomenon of a language, especially deviation of language politeness principle among adolescent in the process of learning in class. Research data in this qualitative research in the form of speech or words related to study focus. The data sources in this study are oral data in the form of utterances produced in doing interaction between teachers and students, students with teachers, and students with students.

Technique used is technique of non-participatory conversation observation, record, and record technique. This technique is done by observing the speech act event and recorded it, whether involved or not involved directly in the classroom. The recording technique is done by recording the speech event by the use of recording instrument. This tool is hidden without the awareness of the participants, so later in doing data analysis, the data obtained can be reopened by playing back the recording that has been obtained to obtain the valid data and can be accounted for. Furthermore, data documentation is done by transferring the data of speech, either directly or recorded to the data card that has been prepared. The use data card can facilitate researchers in classifying data in a systematic and flexible way.

The data analysis techniques used in this study is interactive model analysis techniques, as proposed by Miles & Huberman (2007: 19-20), which consists of three components of analysis, namely: data reduction, data presentation, and conclusions or verification. The activities of the three components are done in an interactive form with the data collection process.

Data reduction is the process of selecting, focusing attention, simplifying, abstracting, and transforming coarse data gaining from observations. Presentation of data, namely the presentation of a set of arranged information and provide the possibility to make conclusions and take action. By viewing the data presentation, the researcher can transcribe the recording data into written form, identified, classified into classes, analyzed, and then described qualitatively. While drawing this conclusion is a fairly important process of analysis. It is conducted based on the arrangement of the information obtained in the analysis and prepared based on the findings during the research process takes place in the writing or reporting stage. After that, from the preparation is then done by intellectual interpretation of the conclusions obtained.

3. Results and Analysis

Based on the data obtained in this study, it is found the existence of divergent principles of politeness in directive speech act produced by students at grade X in Senior High School 1 Mataram in the learning process. The divergences are done intentionally or non-intentionally by teachers to students, students to teachers, and students to students for certain reasons. From the total number of data collected based, there are 75 conversational data that deviate from the principles of language politeness during eight meetings which are divided into maxim deviations under the principles of linguistic politeness.

Types language politeness principles diverged include multiple divergences and single divergences. The cause of the divergences of language politeness principles in the process of learning in SMA Negeri 1 Mataram are speaker intentionally accused addressees, intentionally uttered by neglecting the context, was protective to other arguments, showed emotional feeling, given critiques in impolite words and mocked at other. The divergence that is most widely found in the maxim of wisdom with 22 times (29%) in which this divergence is more done by students in speaking with their friends caused by excessive student emotional impulse and direct criticism with harsh words.

3.1 Maxim Divergence

a. Maxim of Wisdom

The divergence of the maxims of wisdom can be marked by speakers using rough and vulgar diction such as, commanding, rebuking, direct suggestion, refusing with high notes, and refusing violently.

Example:

Student A : " Ini pak, si Mul main-main di sini"

(Student A: "It's Sir, Mul is playing around here")

Student B : "Ayok makanya kerjakan, e lemah syahwat saya lihat kamu belum jadi-jadi"

(siswa berbicara dengan intonasi tinggi sambil berjalan; mata melotot; dan ekspresi wajar berseri ketika berbicara sama temanya).

(Student B: "Do the work, eee.. I am impotent to see you not finish it yet")

(students talk with tall intonation while walking, eyes bulging, and fair expression glowing when speaking the same theme).

These divergences are done by students to other students by using vulgar diction. This means that the speech or utterances should not be uttered by a student because diction "**impotence**" has to mean "weak". This shows that the student is not wise in selecting the word that he uses in doing communication with his friend.

b. Maxim of Generosity

The divergence of the maxim of generosity can be characterized by disrespect of the opponent of speech, not giving the opponent a chance to argue, prejudice the opponent, and embarrass the opponent.

Example:

Guru : "Nanti lewat mana kalian memberikan tanggapan"

(Teacher: in what way you will respond")

Siswa : "Lewat cek Bu, hahahhaaa"

(Student: "By check Mom, hahahhaaa")

Guru : "Nanti angkat tangan kalau kalian mau menanggapi"

(mata melihat guru; kepala tegak; tangan kiri memegang dagu; dan tangan kanan mencatat).

(Teacher: "Raise your hand if you want to respond")

(they keep the eyes on teacher, head upright, left hand holding chin, and right hand is taking note).

Students deliberately cut off the teacher talk and some students laugh at the words of one of his friends. This means that the student does not respect the teacher who is speaking, where he said that "by check, Mom".

c. Maxim of Praise

The divergence of the maxim of Praise can be marked by giving criticism that makes others down, speaks that hurt others, does not say "thank you" when it comes to suggestions or criticism from others, and is selfish.

Example:

Siswa : **“Belender otakannya, Bu”**

(Intonasi suara tinggi; kepala menoleh; wajah berseri-seri; dan sekaligus berdiri dari bangku).

Student: "Blend his brains, Mom"

(high intonation, head turning, face radiant, and standing up from stool once)

The speech is delivered by a student to the teacher when the other students cannot answer the teacher's questions. This means that students deviate from the maxim of praise because students answer directly with the form of satire and can hurt the friend's feelings. This can lead to conflict among students. However, the teacher does not even admonish or advise students who speak like that. The word "**blender**" implies a tool for dissolving or blending. This means that student equates the head of friends like fruits or vegetables that can be destroyed by using a blender.

d. Maxim of Humility

Divergences of the maxims humility are marked by imposing the will, showing off their own superiority to others, looking for excuses, being arrogant, and being superior.

Example:

Siswa : **“Kenapa kamu memilih Bali”**

(Student: "Why do you choose Bali")

Siswa : **“Ya karena saya belum ke sana, kan di Bali juga banyak tempat wisatanya dan bundayanya. Keren kan tepuk tangan dong”**

Students: "Yes because I have not been there, Bali also has a lot of tourism objects and cultures. Cool right? Clap your hand please"

Siswa : **“Idih..itu aja di bilang keren, ke Hongkong tu baru keren”**

(intonasi suara rendah; badan menghadap ke belakang; tepuk tangan; mata dimainkan; dan raut wajah agak tegap).

Student: "Eh.. u said that cool?, going to Hongkong is cool"

(intonation of low voice, body facing back, applause, eyes played, and somewhat straight face).

The aforementioned utterance is a conversation conducted among students during learning in the classroom. The student was explaining the reason why he prefers to have vacationed in Bali. After completing the reason, he asked for applause from his friend as a form of appreciation of his opinion. This means that the speaker maximizes praise or self-respect, i.e. the student obviously exhibits his own strengths on others and asks applause from his friend.

e. Maxim of Agreement

The divergence of the maxim of the agreement is marked by not giving the opponent the choice, speaking out of circumstance or subject matter, and no agreement between the speaker and the opponent.

Example:

Guru : **“Ojik mana?”**

Teacher: "Where is ojik?"

Siswa A, B, C : **“Meninggal Bu, separate Bu, menghilang Bu”.**

(intonasi suara tinggi; kepala diangkat; mata melihat guru; mulut tertawa; dan wajah tidak ramah)

Students A, B, C: "Died, dying Mom, disappear Mom".

(intonation of high voice, head lifted, eyes see teacher, mouth laugh, and face unfriendly)

The divergence of maxim of agreement is told by the students to the teacher with various reasons when the teacher asked students who did not enter the classroom. The attitude of the students to one of his friends is very praised because the word is a prayer. This means that students deliberately talk that is not in line with what is expected by teachers and teachers are neglectful towards the students' attitude. This is not good for students' attitudes and it does not reflect good examples of delivering utterances.

f. Maxim of Sympathy

The divergence of the maxim of sympathy is characterized by not giving a sincere sympathy to the opponent of speech and antipathy towards the opponent.

Example:

Siswa : "Saya tidak ngerti kenapa hari ni ibu sangat **cantik sekali**"

(Student: "I do not understand why you are **so beautiful today**, Ma'am ")

Guru : "Ooo.....masak sih?"

(Teacher: "Ooo really?")

Siswa : "Iya Bu, kemarin-kemarin enggak begitu cantik"

(Students: "Yeah Ma'am, previous days you are not as beautiful as today")

Siswa : "Hahhaaa"

Student: "Hahhaaa"

(wajah tidak ramah; dahi mengerut; intonasi suara rendah; dan raut wajah sedikit kesal)

(showing unfriendly expression with forehead wrinkles, the intonation of low voice, and slightly annoyed facial expression)

The divergence of maxim of sympathy is spoken by the students to the teacher. Suddenly, there was one female student praising the teacher when the teacher would give the task if the student was still noisy. The teacher was happy to get praise from her students. However, the student continued his speech by dropping and laughing at the teacher so that the teacher felt offended by the student's attitude. Teachers also realized the attitude of students who were not sincere in praising it. Definitely, the attitude of the students is far from being polite and polite.

3.2 Divergence of Two Maxims

a. Maxim of Wisdom dan Praise

The divergence of the maxim of wisdom and praise is characterized by the participants do not produce language or utterances wisely and directly command without using the word *please* and speak utterances that can hurt the opponent's feelings.

Example:

Guru : "Apa kata Bu guru kemarin, siapapun yang duduk di belakang itu adalah tempatnya **SETAN**"

Teacher: "What did your teacher say yesterday, whoever sits behind it is **SATAN's** place"

Siswa : "Hahaaa..setan"

Student: "Hahaaa..setan"

(guru menunjuk dengan telunjuk tangan kiri; mata melotot, raut wajah kesal; dan intonasi suara tinggi kemudian rendah ketika berkata setan)

(teacher pointing with the index finger of the left hand, eyes bulging, facial expression irritated, and high intonation then lowered it when saying demon)

The teacher's utterances above distort the maxim of wisdom and maxim of praise, where the teacher is not wise in choosing words when scolding students. Although the teacher's utterance is spoken in a low tone. However, it can hurt the feelings of the intended students. The teacher also uttered satirical speech to students indicated by the word "**demon**" which means students who fuss behind are like the **demon**, the things that like to disturb people who are doing good.

b. Maxims of Praise, Humility, and Agreement

The divergence of the maxim of praise, humility, and agreement is the divergence done by speakers or opponents of speech with personal interests, forcing will, and no agreement between speakers and opponents of speech.

Example:

Guru : "Bu, kayaknya kelompoknya lebih sementara kita 34"

Teacher: "Mom, I think his group is more while we are 34"

Guru : "Satu kelompok lima orang ya, sisanya nanti gabung ke tim ahli"

Teacher: "One group consists five persons yes, the rest will join the team of experts"

Siswa : "Yaaa"

Student: "Yaaa"

(mata meliri melihat sekeliling siswa; telunjuk tangan kanan diacungkan ke atas; intonasi suara agak tinggi; dan mulut sekali kali ditutup ketika berbicara)

(eyes were wandering around students, pointing upward by index fingers, using high intonation, and closing mouth once when talking)

The above speech is spoken by the teacher to the student where the speech is forcing the will, no agreement, and attach importance to the personal interest. The teacher's speech is marked by the utterance "One group consists of five people, yes, the rest will join the team of experts". This means that the teacher is selfish. A good teacher should give students the opportunity to argue because a good teacher should give the students the opportunity to argue and the teacher should not be selfish.

Discussion

All speeches delivered whether by teachers to the students, students to teachers and students to the other students, if it is delivered by paying attention to the principles of politeness, wisdom, generosity, appreciation, simplicity and sympathy, the results of the speech will be a good response from partners or opponents of the communication, and it will create a conducive learning process so that the learning objectives can be achieved. The fundamental of character and ethics education as the foundations of thinking, attitudes and behavior of learners that depart from the education of values, morals, manners, should be given by teachers so that teachers are not merely as teacher but also as educators. A teacher with strong and good character has strong commitment grounded in principles and goals of education will possess good moral to do his or her jobs and obligation as teachers. The politeness of teachers' utterances in character education has fundamental values to understand how teachers should behave and how teacher's ethics are. In interacting with students, especially on the process of teaching and learning, polite language is the most appropriate tool used to communicate. The students should be nurtured and directed to be polite, because students are the next generation. When the students are let to utter impolitely, it is not impossible that polite languages can be lost. The main values that teachers need to have in order to foster students to be polite include tolerance, exemplary love and intellectual, emotional and spiritual intelligence. Previously, if there is a divergence of good principles done by teacher to students or by students to other students will result bad response and even can be worst. As a result, the learning process will be hampered and impact on not achieving the desired learning objectives.

This study is hopefully able to give an enlightenment that politeness is one of character education or characteristic of a character building. This is greatly appreciated not only in the school community but also society in general. Proficient language teacher is very important to be able to reduce the situation that is less comfortable when there is a problem in the learner. Teachers who are polite will be very helpful for students to know their identity, develop skills and especially will feel appreciated. With the awards students will make students have high confidence. Conversely, the language can make students feel low self-esteem, lack of confidence and feel humiliated in front of their friends; consequently, language will not undergo maximum development.

Students' utterances in this context is more straightforward, less polite, less cautious, and more relative expressions accompanied by high intonation. Meanwhile, ideally an interaction that occurs in the classroom is the attitude of mutual respect for opinions between students with one another. Generally, this ideal form of interaction is balanced between teacher and student, and there is even a possibility of more dominant students in liveliness, while the teacher is only a companion and guide to more independent learning. This kind of interaction is very well applied in the learning process in the classroom. This is in line with the objectives of the School-Based Curriculum (KTSP) which requires teachers to conduct varied education in the classroom with cooperative learning model developed by Slevin (1995).

Another important discovery, if the number of occurrences of divergence of the principles of speech act uttered by teacher to the students, the most dominant is the divergence of the principle of the maxim of wisdom with 32.43%. Then followed by divergence of the principle of the maxim of generosity with 13.51%. The divergence of the maxim of agreement is 12.16%, divergence of maxim of praise is 9.45%, divergence of the maxim of humility is 4.31%, multiple divergences, that is divergence of maxim wisdom and generosity reaches 5.40%, and followed by divergence of three maxims, namely maxim of praise, wisdom, and agreement with 2.70%. For example, divergence of the principle of maxim of wisdom in the directive speech occurs in the speech of students to other students. Examples of spattering utterances are using harsh words accompanied by non-verbal irregularities like unhappy faces, high voices, and bulging eyes when grabbing something from the hands of his friend. This appears to be in line with the research conducted by I Nengah Suandi, Made Sri Indriani, and I Gede Nurjaya with the object of Verbal Communication and Verbal Communication Act in the use of Sor Singgih Basa Bali. One of the results of their research is not all acts of verbal communication reflecting respect / harmonious are accompanied by non-verbal communication act that belongs to the category of respect. It can be explained

that in terms of form and function, it seems that non-verbal communication act in form of respect that really serves to honor the opponent of communication is much more limited than non-verbal communication act in form of freedom. In this activity, all speeches of respectful form are accompanied by body language belonging to the form of respect as well (Sriasih in Suandi, 1996). Speech politeness used to express acts of directive can be seen from the choice of words and non-verbal things that accompany the speech based on the principles of politeness that exists. The principle of politeness in this context are (1) the speech is not compelling and does not seem arrogant (Formality scale, (2) is optional scale, (3) the impression is friendly, (4) the speech indicates respect to the higher status (6) the speech is indirect or does not offend the opponent of speech for example by saying *if it is possible, if you don't mind*, and so on, (7) pay attention to non-verbal aspects such as sound, kinetic element or sometimes also called as body language or gesture.

There is similar relevance between research conducted by Suandi, *et.al.* (1996) and this study in which both examined verbal and non-verbal directive speech act. Yet, Suandi, *et al* (1996) more focused on more polite language that leads to a culture called Sor Singgih Basa Bali. While this study describes the realization of verbal and non-verbal directive speech act uttered by students who are increasingly far from the etiquette of language between the young and the old and who recently actually began to fade with the time changes, resulting in a divergence of speech act principles. This means that this study more discovers impolite speech act occurred in the learning process as described above. From the data listed on the intensity of the emergence of the principle of decency directive speech also turned out that not all verbal speech is followed by non-verbal statements. For example, on the principle of directive politeness speech uttered by teachers to students, there are some of the utterances which are not followed by non-verbal statements. Several negative words are also expressed by the teacher to students such as scorn. In addition, the factors that influence the politeness and the politeness in verbal and non-verbal directive speech produced by students Grade X in SMA Negeri 1 Mataram are categorized into linguistic and non-linguistic factor. The linguistic factor consists of applying proper diction, polite language style, and good and correct sentence structure, and intonation. While the non-linguistic factor consists of topics of conversation, the context of the situation, and socio-cultural institutions. Other factors come from individual speakers who have the attitude of asking, telling, and even forcing. In addition, it is also obvious from the background of the speakers who have different cultural backgrounds that possibly bring misunderstanding of the meaning of what the speakers intends to say. In addition, context factors also need to be considered.

All speeches delivered whether by teachers to the students, students to teachers and students to the other students, if it is delivered by paying attention to the principles of politeness, wisdom, generosity, appreciation, simplicity and sympathy, the results of the speech will be a good response from partners or opponents of the communication, and it will create a conducive learning process so that the learning objectives can be achieved. The fundamental of character and ethics education as the foundations of thinking, attitudes and behavior of learners that depart from the education of values, morals, manners, should be given by teachers so that teachers are not merely as teacher but also as educators. A teacher with strong and good character has strong commitment grounded in principles and goals of education will possess good moral to do his or her jobs and obligation as teachers. In interacting with students, especially in the process of teaching and learning, polite language is the most appropriate tool used to communicate. The students should be nurtured and directed to be polite, because students are the next generation. When the students are let to utter impolitely, it is not impossible that polite languages can be lost.

4. Conclusion

Based on the results and discussion of this study concerning on the divergence of the principle of politeness of verbal and non-verbal directive speech acts of students in SMA Negeri 1 Mataram, it can be concluded, that there are types of divergences categorized into single divergence and multiple divergence. The most frequent divergence is the divergence done by the students with the maxim of wisdom of 32%, such as "blender (blender), kampret (rough word), impotent (impotence), sunding (rough word), meong (represents a cat), sekarat (dying), we (coarse word to greet), mikir kamu (you, think) , diem kamu (you shut up), aku (I or me) and jangan sok tau kamu (don't act like you are knowledgeable), segitu dah (that's it), and the word mati (die)". Such divergences occur both during group discussions and during the learning process. Next, it is followed by teacher's divergence to students with the words "doumble (rough word), ngowos (rough word), setan (demon), and word mulutnya (your mouth)". The divergences occur because speaker intentionally accused addressees, intentionally uttered by neglecting the context, was protective to other arguments, showed emotional feeling, given direct critiques in impolite words and mocked at other. The divergence is accompanied also by high intonation of voice, body

movement or gesture, and facial expression. When students do divergence, teachers do not want to reprimand or advise students. Teachers ignore or are heedless of the situation where students make mistakes or divergence, both divergence against teachers and divergence against students.

The Factors that affect the politeness and sincerity include linguistic and non-linguistic factors. Linguistic factor consists of; (a) proper use of diction, (b) polite style of language, (c) good and correct sentence structure. Besides these three aspects, there are aspects of decency in spoken verbal language, namely intonation (high-low voice), and the emotional atmosphere of speakers, such as the official tone, joking, mocking, angry, and sarcastic. While the non-linguistic factors include (a) the topic of discussion, (b) the context of the communication situation, and (3) the socio-cultural order of society. In addition, there are factors that cause language dissonance in the directive speech act namely (a) the student does not know the rules of politeness to be used when speaking, (b) it is difficult to abandon the old habits in the first language culture, so that it is still engaging in new habits, and (c) the innate factor such as they love to speak unkindly in the presence of others. For teachers themselves, when advising, rebuking, and scolding students are also influenced by emotional factors, inappropriate word selection, and teachers feel powerful because of high social status. Based upon this, the key to success in the learning process is the understanding between teachers and students in receiving speech when speaking and putting good and polite attitude or ethic. .




Acknowledgments

On this occasion, the author would like to say thank you to all parties who have given moral support, spirit, and material so that this study can be accomplished. The author also expresses the deepest gratitude to both parents, parents-in-laws, and a husband who have given their prayers, encouragement, and energy to support the author in completing this research. The author also delivers the gratitude to supervisors namely Arifudin, M.Pd. and Dr. Smooth Mandala, M.Hum. who always patiently and faithfully guide the author in various situations and conditions.

References

- Chaer, A. (2007). *Linguistik umum*. Penerbit Rineka Cipta.
- Chaer, A. (2010). *Kesantunan berbahasa*. Rineka Cipta.
- Chaer, A. dan Leonie A. 1995. *Sosiolinguistik: Suatu Pengantar*. Jakarta: PT Rineka Cipta.
- Chaer, A., & Agustina, L. (1995). Sosiolinguistik Perkenalan Awal Jakarta: Rineka Cipta.
- Iriani, D. H. (2018). The Effect of Early English Learning on Psychology. *International Journal of Social Sciences and Humanities (IJSSH)*, 2(1), 65-74.
- Leonie, A., & Chaer, A. (1995). Sosiolinguistik Suatu Pengantar.
- Miles, M. B., & Huberman, A. M. (1992). Analisis data kualitatif.
- Nababan, P. W. J. (1984). *Sosiolinguistik: suatu pengantar*. Gramedia.
- Rahardjo, M. (2002). *Relung-relung bahasa: bahasa dalam wacana politik Indonesia kontemporer*. Aditya Media.
- Saifuddin, A. (1995). Sikap manusia teori dan pengukurannya. Yogyakarta: Pustaka Pelajar Offset.
- Suarta, I. M. (2017). Revitalization of Oral Literature Tradition of Balinese Society Based Character Values As Deradicalism Effort. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(3), 8-16.
- Suryasa, I. W. (2016). Potential and actual expression in blocking system (morphology studies). *International Journal of Research in Social Sciences*, 6(3), 682-691.
- Wijana, I. D. P. (1996). *Dasar-dasar pragmatik*. Andi Offset.

Biography of Authors

	<p>Lindayana was born in Apitaik on January 7, 1987. She completed her primary education in her home village. Then continued her study to junior and senior high school in Pringgabaya and Aikmel. In 2007 she continued her study to get a bachelor degree in the field of literary studies at Udayana University, Denpasar Bali. In 2011 she completed her undergraduate studies. Now she is completing a study of magister majoring in Indonesian language education program at Mataram University.</p>
	<p>Arifuddin obtained his Bachelor of English Education from FKIP Universitas Mataram, Master of Education (M.Pd) degree from Ganesha University of Education, Singaraja, Bali. His Doctoral Degree (DR) was obtained from State University of Surabaya with a dissertation focusing on the field of Psycholinguistics. His interest in study is generally related to English learning from a psycholinguistic point of view. Besides winning research grants and dedication in the field, he has also been working on national and international scientific works. His phenomenal work is <i>Neuropsycholinguistics</i> and is now circulated and sold nationwide. He can be contacted via e-mail arifuddin@unram.ac.id or directly contact him in Lecturer Room of English Education, Building D Floor 1 FKIP Universitas Mataram, Jln Majapahit No 62 Mataram</p>
	<p>Halus Mandala completed his undergraduate education majoring in language education at Semarang State University in 1983. He continued his study in master's degree at Linguistics Department at Udayana University and completed it in 1999. In the same department and campus, he continued his doctoral education and completed in 2010. Now he is a senior faculty member of the Indonesian Language Education program of the Muhammadiyah University of Mataram.</p>