



## Javanese directive speech actions in preschool age children

Lailatul Fitriyah<sup>1</sup>, HERNI Fitriani<sup>2</sup>, Dedi Febriyanto<sup>3\*</sup>

<sup>1, 2</sup> Indonesian Language and Literature Education Study Program, Faculty of Education, Nurul Huda University, Indonesia

<sup>3</sup> Indonesian Language and Literature Education Masters Study Program, Faculty of Teacher Training and Education, University of Lampung, Indonesia

\* Corresponding Author: **Dedi Febriyanto**

---

---

### Article Info

**ISSN (online):** 2582-7138

**Volume:** 04

**Issue:** 02

**March-April 2023**

**Received:** 30-01-2023;

**Accepted:** 21-02-2023

**Page No:** 75-79

### Abstract

Mastery of language by preschool children is different from adults. Children and adults have quite basic differences in terms of their development process, including in terms of language development. The difference in mastery of the language will of course also affect the patterns of speech delivered. This study aims to describe the form and delivery strategy of Javanese directive speech acts to preschool-aged children. The research was conducted using a qualitative descriptive method. The research data is in the form of speech in the Javanese language of preschool age children. The data was collected using recording and observation techniques. Furthermore, the collected data were analyzed descriptively to obtain a comprehensive understanding of the forms and strategies for delivering Javanese directive speech acts to preschool-aged children. The results of the study show that preschool-age children use directive speech acts in their communication interactions with the modes of asking, inviting, ordering, complaining, asking, forbidding, and allowing. The strategies used in speech acts are direct and indirect strategies.

**Keywords:** directive speech act; Javanese language; preschool age child

---

---

### Introduction

Language is one of the important communication tools for humans. Language as a communication tool is used by humans to convey information in the form of ideas, intentions, feelings, and emotions directly (Chaer & Agustina, 2010; Suharso & Retnoningsih, 2021)<sup>[1]</sup>. The relationship between language and the outside world, including its function as a means of human communication, will give birth to various forms of phenomena, variations and colors of language itself. As for one of the language colors that must appear in every communication process carried out by humans is speech acts.

Speech acts are actions displayed through utterances (Yule, 2013). Speech acts are individual symptoms, psychological in nature, and their continuity is determined by the language ability of the speaker in dealing with a certain situation (Chaer & Agustina, 2010)<sup>[1]</sup>. Meanwhile, according to Rahardi, *et al.* (2020)<sup>[14]</sup> a speech act is a concept that when someone speaks, then actually that person also actually acts or does something. Speech acts can thus be interpreted as a speech that contains an action or any action that appears through the utterance.

There are various types of speech acts. Many experts classify speech acts. One of the well-known classifications of speech acts is the classification by Searle. Searle (Rusminto, 2015)<sup>[16]</sup> divides speech acts into five types, (1) assertive, speech acts that bind speakers to the truth of the propositions expressed; (2) directives, speech acts used to make the speech partner take action according to the utterance; (3) commissive, a speech act that binds the speaker in the future; (4) expressive, speech acts that describe the speaker's psychological attitude; (5) declarative, speech acts used to ensure conformity between the contents of the proposition and reality.

Speech acts uttered by someone who in this case is a child, are generally realized using two ways, namely direct and indirect. Speeches that are directly stated can be known easily because direct speech acts have a meaning that is in accordance with what is said.

As for understanding indirect speech acts, careful interpretation is needed because the meaning content is closely related to the context behind it (Tressyalina & Annisa, 2020) [22].

Based on the classification of speech acts performed by Searle, this research is focused on studying the directive speech acts of Javanese used by preschool-age children. Directive speech acts were chosen because based on observations, it was found that there were many uses of directive speech acts by preschool-age children in the environment around the researcher. The children use Javanese in their communication. This is because their background comes from a Javanese family. In fact, not only the family, these children are also surrounded by an environment where the majority of the people are Javanese. In addition to the facts above, this research was conducted on the basis of language acquisition by preschool children which is different from adults. This is as stated by Moersintowarti (2002) [8] which states that children and adults have quite fundamental differences in terms of their development process. This includes language development. The difference in mastery of the language will of course also affect the patterns of speech delivered. Therefore, research on directive speech acts in children needs special attention.

Research on speech acts, especially directive speech acts, has been carried out by many previous researchers. Some of these studies have been conducted by Suryatin (2018) [21], Defina (2018) [4], Darwis & Saputra (2019) [3], Arianti *et al.* (2020), and Chairul (2021) [2]. The research in question generally examines speech acts globally without any classification in them. There are also those who study directive speech acts in terms of their function.

Furthermore, previous research that examined directive speech acts in preschool-age children was only conducted in Indonesian language speech. In addition, the research in question is only focused on the function of communication, while the strategies used in realizing speech acts tend to be ignored. This research was conducted by Martaulina (2014) [7], Prameswari (2020) [13], and Girsang & Purba (2021) [5].

This research focuses on the function of communication and directive speech act strategies in Javanese. In addition, the difference also lies in the data source or research subject. If previous studies took a lot of data sources from adults and written discourse, this research took preschool-age children as research data sources, especially those in the Cahaya Mas sub-district. The preschool age children who were used as data sources were aged 4-5 years.

Starting from the explanation above, researchers are encouraged to conduct a comprehensive study related to Javanese directive speech acts in preschool-aged children. In addition to describing the forms of directive speech acts, this study was also conducted to find out in depth the directive speech act strategies used by preschoolers in conveying an idea.

## Methodology

This research uses a qualitative descriptive method (Yuliani, 2018, Moleong, 2014; Sugiyono, 2017) [18]. The research data is in the form of speech acts of Javanese preschool children which support the focus of the research: (1) forms of speech acts of Javanese preschool children, (2) strategies for using directive speech acts of Javanese preschool children. Sources of research data are five preschool-age children who are in the sub-district of Cahaya Mas. The five children in question

are Al (5 years), As (4 years), I (4 years), F (4 years), and B (4 years).

In this study, researchers position themselves as the main instrument that plays a key role, both in data collection, data analysis, and conclusion of research results. Data collection techniques used include recording and observation techniques. Furthermore, the collected data were analyzed descriptively to obtain a comprehensive understanding of the forms and strategies of Javanese directive speech acts in preschool-aged children.

## Results and Discussion

Based on the results of the study, it is known that preschool-age children in the sub-district of Cahaya Mas use directive speech acts in their communication interactions to ask, invite, order, complain, ask, and forbid. The strategies used in speech acts are direct and indirect strategies.

In contrast, directive speech acts that are not used in the speech of preschool children include directive speech acts of persuading, directive speech acts of begging, and directive speech acts of suggesting.

After going through several data collection processes, the final data obtained were ten utterances. Based on the ten utterances, there are seven types of directive speech acts, namely 1) directive speech acts of asking totaling 2 utterances (20%), 2) directive speech acts inviting totaling 2 utterances (20%), 3) directive speech acts ordering totaling 1 utterance (10%), 4) directive speech acts complaining totaling 1 speech (10%), 5) directive asking speech acts totaling 2 utterances (20%), 6) directive speech acts prohibiting totaling 1 speech (10%), and speech acts the directive allows 1 utterance (10%).

## Forms of Javanese Directive Speech Acts in Preschool Children

Based on the research that has been done, there are seven forms of directive speech acts used by preschool-age children in their communication using Javanese. The seven forms of speech acts are the directive speech act of asking, the directive speech act of inviting, the directive speech act of ordering, the directive speech act of complaining, the directive speech act of asking, the directive speech act forbidding, and the directive speech act allowing. The use of the seven forms of directive speech acts will be described as follows.

### Directive Speech Act of Requesting

The directive speech act of asking meant in this study is the speech act used by the child to make a request to his speech partner. Sometimes in submitting requests, children ask certain questions to speech partners (Rusminto, 2010) [17]. In the following, several examples of speech data of preschool-aged children will be presented in the form of directive speech acts of asking.

#### Data 1

U: *Nang, kae wes Asar. Gek adus, ngaji!* (Son, it's already Asar (call to prayer). Take a quick shower, (continue) reciting the Koran!).

Al: *Iyo, Mak. Tapi aku njalok sangu, seng jujol.* (Yes, ma'am. But I asked for pocket money, which has change.

U: *Iyo. Gampang. Penting adus ndisik.* (Yes. Easy. Important (you) take a shower first.)

Data 1 occurred in the afternoon in the family room. Si Al is watching television with his mother. Not long after, the Asar call to prayer resounded. U's mother told her son to immediately take a bath and recite the Koran. Responding to his mother's orders, Al made a request that his mother would give him pocket money. Si Al as a 5 year old child has a unique habit, namely always asking for money that has change. That is, every time he buys snacks, the money given to the seller must be returned, it cannot run out immediately. This condition he always asked his mother or father every time he wanted to recite the Koran. The speech act of asking in the speech above is marked with the lingual marker "njalok" which means "ask" in Indonesian.

### Directive Speech Act Invites

The directive speech act of inviting in this study is the speech act used by the child to invite the speech partner to do something. In the following, data will be presented that describe directive speech acts of inviting Javanese to preschool-age children.

#### Data 2

I: *Mak, ayo bubuk!* (Mom, let's sleep!)

L: *Engko to, Nang. Ibu isek ngiris kacang iki, lo.* (Later on, kid. I'm still slicing these (long) beans, you know.)

I: *Ayok, Maaak...! Babuk. Ngantuk aku ki.* (Come on, Moom...! Sleep. I'm sleepy.)

L: *Yo iki, lo. Ngerampungke dilit meneh.* (Yes, you do. It'll be over in a minute.)

I: *Maaaaaak... !* (Moom... !)

The story above happened at night when I was whining to her mother, L, who was slicing long beans in the living room. Si I, who is a 4 year old child, cried and asked his mother to sleep in the room. The speech acts of inviting in the data above are marked by lingual markers "Ayok, Maaak...! Babuk. Ngantuk aku ki." The inviting speech by Si I, which was initially flat, became higher because L did not quickly respond to Si I, who was crying for company to sleep with. At first Si I asked his mother in a flat voice, the mother did not respond. The second invitation, I's voice began to rise, the mother still did not respond as she wished. For further invitations, Si I raised her voice even more while crying, then the mother then responded by carrying I into the room.

### Directive Speech Act Commanding

The directive speech act of ordering is a speech act used by children to order their speech partner to do something. The speech act of ordering is used by children so that the speech partner wants to follow what is ordered. Based on the data found, the speech act of commanding that is used by children is not a form of coercion, but because of their weak power over something. The following data describe the form of the directive speech act of commanding.

#### Data 3

Al: *Mak, jikokne maem. Luwe.* (Mom, bring some food. Hungry.)

U: *La teko ngendi, Le?* (Where from, son?)

Al: *Dolanan karo Dek Iqbal, mau..* (Playing with Dek Iqbal, earlier.)

The speech seen in data 3 occurs during the day in the living room. Si Al had just come home from playing with one of his

friends. After some time, Al felt hungry, he then ordered his mother to get food. The directive speech act of commanding in speech 3 is marked with a lingual marker, "*Mak, jikokne maem. Luwe.*" The directive speech act of commanding is used by Al with the hope that the mother will carry out his order as soon as possible, namely getting food for him. The speech acts used by Al are included in the positive speech acts because the language used is neutral with a calm tone of expression.

### Directive Speech Act Complain

The directive speech act of complaining is a speech act used by children to complain about an incident to their speech partners. Complaints are submitted with the hope that the speech partner will defend the speaker. In the following, examples of data containing directive speech acts of complaining in preschool-aged children are presented.

#### Data 4

F: *Mak, Mbak Hana ora gelem njilihi HP (nanges).* (Ma'am, Ms. Hana doesn't want to lend me a gadget (crying).)

E: *Hana... adike disilihi HP to! Gentenan ngunu lo.* (Hana... His sister lent him a gadget, that's a replacement, you know!)

The speech events in data 4 occurred during the day in the living room. Si F suddenly cried because his older brother didn't want to share his gadget with him. The directive speech act of complaint in speech 4 is marked with a lingual marker, "*Mak, Mbak Hana ora gelem njilihi HP (nanges).*" In story 4 it can be seen that F, a 4 year old child, is complaining about the attitude of his older brother who does not want to share his gadget with him. He then complained about this to his mother in the hope that his mother would be willing to defend him, or at least reprimand his older brother for not wanting to share his gadget with him. That hope was realized. The mother reprimanded H (brother F) because his attitude was considered wrong. The mother gave a warning as well as advice to H so he would share his gadget with his younger sibling. The directive speech act of complaining is also illustrated through the following speech events.

### Directive Speech Act Asking

The directive asking speech act intended in this study is the speech act used by children to ask something to the speech partner. The main purpose of using the directive speech act of asking by children is to obtain information or answers to something they do not understand. In the following, we will present some examples of data that describe the directive speech act of asking.

#### Data 5

I: *Engko lak ketimpo, piye?* (Later, if it is hit, how?)

F: *Ketimpo ki, opo?* (Getting hit by it, what?)

I: *Keceblokan lampu.* (Lamps fall.)

The directive speech act of asking in speech 5 is marked with a lingual marker, "*Ketimpo ki, opo?*". For a 4 year old child, there are still many words whose meaning is not understood. Because of that, the kind of question seen in speech 9 arises. In speech 5 it can be seen that F asked the meaning of the word "*ketimpo*" to his mother. After getting a question from her child, the mother also gave a very simple simple answer.

Answers that a 4 year old can understand. The directive speech act of asking can also be observed through the following speech events.

### Directive Speech Act Prohibiting

The directive speech act forbidding in the context of this study is the speech act used by children to prohibit the speech partner from doing something. Prohibited speech acts are used by children because they do not like it when the speech partner does something intended by the speaker/child. In the following, examples of directive speech acts forbidding preschool children will be presented.

#### Data 6

L: *Mamak bubuk disek, yo?* (Mom sleeps first, okay?)

B: *Mamak ojo bubuuk!* (Mom don't sleep!)

L: *Mamak ki wes ngantuk.* (This mother is already sleepy.)

B: *Ojo bubuk!* (Don't sleep!)

The directive speech act forbidding that is used by the child in speech 6 is marked with a lingual marker, "*Mamak ojo bubuuk!*" Furthermore, the directive speech act of prohibition is also emphasized by the child in the next utterance, "*Ojo bubuk!*" In story 6, the child with the initial B forbids his mother to sleep first. Person B doesn't want to be awake alone. Therefore, Person B insists on forbidding his mother to sleep before him. Person B wants his mother to accompany him until he falls asleep. The directive speech act of prohibiting is also illustrated through the following speech event between U and Al.

### The speech act of the directive allows

The directive speech act of allowing in the context of this study is a directive speech act used by children to allow their speech partners to do something they want. The subject of permitting is usually closely related to the speaker's property rights. In the following, data will be presented that describe the directive speech act of allowing.

#### Data 7

L: *Bilkis, jajane arep dimaem ora iki?* (Bilkis, do you want to eat this snack or not?)

B: *Emoh.* (No.)

L: *Mamak maem, yo?* (Mom eats, huh?)

B: *Iyo, tapi ojo kabeh, yo.* (Yes, but not all of them, OK.)

The events told in story 7 occurred in the afternoon on the terrace of the house. Mrs. L bought lots of snacks for her son, B. Whether because he was full or not in the mood anymore, Person B didn't want to eat the many snacks. Seeing the many snacks, the mother intends to taste her son's snacks.

However, before that the mother asked her little daughter first. After asking for permission, it turns out that Person B gave permission to his mother to eat his snacks with the condition that he should not finish them all. As for the directive speech act, it is allowed to be marked with a lingual marker, "*Iyo, tapi ojo kabeh, yo*".

### Directive Speech Action Strategies in Preschool Children

Based on the ten utterances obtained, the researcher found two forms of strategies used by children in speech acts. The two strategies in question are direct directive speech act

strategies and indirect directive speech act strategies. Of the ten utterances obtained, eight utterances are known to use direct strategies, while the other two utterances use indirect strategies. The following will describe the two types of directive speech act strategies in preschool-aged children.

### Direct Directive Speech Act (DDSA)

DDSA is a speech act whose form is the same as its mode. For example interrogative sentences to ask and news sentences to tell. In other words, DDSA is a speech act that has only one purpose. In the following, we will present some data on direct directive speech acts in preschool-aged children.

#### Data 8

Al: *Mak, jikokne maem. luwe.* (Mom, bring some food. Hungry.)

U: *La teko gendi, Le?* (Where from, son?)

Al: *Dolanan karo Dek Iqbal, mau.* (Playing with Dek Iqbal, earlier.)

The declarative speech act of commanding in speech 8 above is used by children by using a direct speech act strategy. This is because the utterances conveyed only contain one intention, namely to command (chapter 8), there is no other purpose besides that purpose. In story 8, Al orders his mother to fetch food for him, while in story 15, F asks his mother the meaning of the word "*ketompo*".

Direct speech as depicted in data 8 includes direct speech to the target. Strictly speaking, the speech is conveyed by the child by directly mentioning something that is ordered or asked. This is in line with Rusminto's opinion (2010: 64) <sup>[17]</sup> which states that children often speak by directly mentioning something expected without any preamble.

### Indirect Directive Speech Follow (IDSF)

IDSF is a speech act that is used by children to convey hidden intentions. Based on the data obtained, only one data uses an indirect strategy. The data in question will be presented as follows.

#### Data 9

Az: *Mak, kae opo?* (Mom, is that what?)

Q: *Bakul donat.* (Donut seller.)

Az: *Donat, Mak.* (Donuts, Mom.)

TTDTL in speech 9 is marked with a lingual marker, "*Donat, Mak.*" These utterances include indirect utterances, because in addition to affirming, these utterances also contain the meaning of asking. Az, who was still small, did not dare to ask his mother for snacks because of the busy conditions. Therefore, little Az only uses speech as seen in story 16. Az's request that was conveyed indirectly was understood by his mother, because of that the mother took the initiative to buy Az donuts. After buying donuts, little Az was immediately happy and ate the donuts with gusto.

### Conclusion

Based on the results of the study, it can be concluded that preschool-age children use directive speech acts when speaking Javanese. Of the ten forms of directive speech acts, there are seven forms of directive speech acts used by preschool-age children in the Cahaya Mas sub-district, namely asking, inviting, ordering, complaining, asking, forbidding, and

allowing.

The strategies used by children in speech acts consist of direct speech act strategies and indirect speech act strategies. The strategy of direct directive speech acts is used more by children. This is due to the low ability of children in language so that the speech acts used tend to be direct and straightforward.

## References

1. Chaer A, Agustina L. Sociolinguistics: Initial Introduction. Jakarta: Rineka Cipta, 2010.
2. Chairul A. Speech Strategy of Physiotherapist. Domain: Journal of Language Studies. 2021; 10(1):196-204.
3. Darwis A, Saputra IGKA. Teacher Directive Speech Actions in the Environment of PALU 19 Public Middle School: A Pragmatic Study. Language and Literature. 2019; 4(2):21-30.
4. Defina N. Expressive Speech Acts in Children When Playing Ball in the Field. Domain: Journal of Language Studies. 2018; 7(1):69. <https://doi.org/10.26499/rnh.v7i1.469>.
5. Girsang JL, Purba CA. Analysis of Directive Speech Acts for Children Aged 4-5 Years in Language at Harapan Baru Kindergarten Medan. English Language Prima Journal. 2021; 2(2):174-185.
6. Islamiati, *et al.* Directive Speech Acts in the Film Cemara Family by Director Yandy Laurens and Implications for Education. Rokania Journal of Education. 2020; 5(2):258-270.
7. Martaulina SD. The Function of Speech Acts of Preschool Children in Speaking Skills in Kindergarten Classes. Achievement Development Mandiri Polytechnic Scientific Magazine. 2014; 3(2):20-32.
8. Moersintowarti. Growth and Development of Children and Adolescents. Jakarta: Sagung Seto, 2002.
9. Moleong LJ. Qualitative Research Methods. Bandung: PT Juvenile Rosdakarya, 2012.
10. Nadar FX. Pragmatics & Pragmatic Research. Yogyakarta: Science Graha, 2013.
11. Patmonodewo S. Preschool Education. Jakarta: PT Rineka Cipta, 2003.
12. Poerwo BK. Pragmatics and Language Teaching. Yogyakarta: Kanisius, 1990.
13. Prameswari APS. Directive Speech Acts of Preschool Aged Children Between Family Members (Moza Case Study). University Of Islam, 2020.
14. Rahardi, *et al.* Pragmatics: Phenomena of Impoliteness in Language. Jakarta: Erlangga Publisher, 2020.
15. Rohmadi M. Pragmatics: Theory and Analysis. Surakarta: Yuma Pustaka, 2017.
16. Rusminto NE. Critical Discourse Analysis: Theoretical and Practical Studies. Yogyakarta: Graha Ilmu, 2015.
17. Rusminto NE. Understanding Children's Language. Bandar Lampung: University of Bandar Lampung Publisher, 2010.
18. Sugiyono. Educational Research Methods: Quantitative, Qualitative and R&D Approaches. Bandung: Alfabeta, 2017.
19. Suharso, Retnoningsih A. Big Indonesian Dictionary: Lux Edition. Semarang: Widya Karya, 2020.
20. Supartini Y. Textbook of Basic Concepts of Pediatric Nursing. Jakarta: EGC, 2004.
21. Suryatin E. Indonesian Directive Speech Actions on Health Posters at the Banjarbaru City Health Center, Undas. 2018; 14(1):117-128.
22. Tressyalina, Annisa H. Strategies of Direct and Indirect Speech Actions in Accepting and Rejecting Buyers at the Aur Kuning Bukittinggi Market. NUSA. 2020; 15(2):253-262.
23. Wijana IDP. Pragmatic Basics. Yogyakarta: ANDI, 1996.
24. Wong DL. Wong's Textbook of Pediatric Nursing. Jakarta: EGC, 2009.
25. Yule G. Pragmatics. Yogyakarta: Student Libraries, 2014.
26. Yuliani N. Qualitative Descriptive Research Methods in Guidance and Counseling Perspective. Quanta. 2014; 2(2):83-91.
27. Yusuf S. Child and Adolescent Developmental Psychology. Bandung: PT Juvenile Rosda Karya, 2010.