

Implementation of Directive Functions in Children's Literature Written by Authors of Children Aged 7-12 Years

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ABSTRACT

A work of fiction made by a child is an extraordinary gift. The child's ability to imagine and put that imagination into a series of stories is an invaluable value of the archipelago's wealth. A work made by children aged 6-12 years became one of the riches of Indonesian literature which eventually developed and was called children's literature. Children's literature is rich in values and messages. Children's literature is also rich in directive functions. This study found that in children's literature there are many directive functions conveyed by the author through his work. The various directive functions contained in children's fiction are representations of real life experienced by characters or writers in their daily routines. The richer the directive function in children's fiction, the richer the message conveyed by the author, implicitly or explicitly

INTRODUCTION

Literature is an expression of someone's feelings as outlined in a piece of writing or a story that is packaged to attract readers. Not much different from literature, children's literature is an expression of a child's feelings which is poured into written form and enjoyed by children. Another opinion also reveals that children's literature is also a literary work written by adults and intended for children, or literary works written by children and enjoyed by children. Children's literature is a literary work that offers pleasure and understanding.

Kurniawan (2013: 23) argues that children's literature is a literary work whose story correlates with the world of children and the language used is in accordance with the intellectual and emotional development of children. Children's literature has actually existed in Indonesia for a long time. Children's literature that develops in Indonesia is not like children's literature that develops abroad. The forms of children's literature in Indonesia are very diverse, including poetry, short stories, novels, fairy tales, fables, comics.

Children's literature can be used as a tool to develop human character. Manners are a mental tool that is a guide to reason and feelings to weigh good and bad. The content of character in children's literature means the identification of character that can be contained by a number of elements in the children's literary work (Sugihastuti in Sujarwanto, Jabrohim. 2001: 252). The existence of children's literature has not received serious enough attention. Whereas quality children's literature is able to provide significant inner enlightenment in a child's life. This happens because literature is able to provide inspiration and imagination for children to build their desires. In accordance with the function of children's literature is fun and useful or beneficial.

As part of the national culture, Indonesian literature has a strategic position, namely as a vehicle for cultural expression in an effort to foster historical awareness of national spirit and solidarity. In its position as a vehicle for cultural expression, explained by Alwi and Sugono (2005: 8) Indonesian literature has a function to (1) foster a sense of nationality; (2) fostering human solidarity, and (3) recording the development of Indonesian people's lives. Apart from being a means of cultural expression, literature serves to solve problems of human mental development, because literature can foster people to know multidimensional life. Literature can build human spiritual ability to be able to control all aspects of life and its values (Suyitno, 1986: 11). Literature is endogenously able to instill awareness that grows without coercion about the importance of understanding, appreciating and practicing the demands of the nation's ideal values.

Literature not only provides pleasure but also provides knowledge and insight into the nature of valuable life. Likewise in the field of teaching literature the aspects covered are very broad, as broad as aspects of human life itself, because the area of literature is the area inhabited by humans (Sumardi; Abdul Rozak Z. 1997:13). The breadth of the creation of literature brings the consequence that the person who will introduce and guide the love of literature must be someone who has a broad view of life. Thus the teaching of literary appreciation must be able to form and raise an awareness that is important and

inherent in the story. Stories can be a source of inspiration about virtue and wisdom (Sugiarti, 2011).

Through literary works suggest various moral, social, and psychological possibilities. People can more quickly achieve stability attitude, which is manifested in behavior and consideration of mature thoughts. Through literature, people can absorb, imaginatively, interests outside of themselves and are able to see everything from another perspective, changing according to the insights of the author and the work he is dealing with (Suminto Sayuti in Sarumpaet (ed), 2002: 40). Based on the thoughts above, literary works will indirectly be able to shape individual characters.

Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the family, community, nation and state. Individuals with good character are individuals who are able to make a decision and are ready to take responsibility for any consequences of the decisions they make. With regard to character, Saryono (2009:52-186) argues that literary genres that can be used as a means to shape national character include, among other things, literary genres that contain values or aspects of (1) literary-aesthetic, (2) humanistic, (3) ethical and moral, and (4) religious-sufistic-prophetic. The four literary values are seen as capable of optimizing the role of literature in forming the nation's character.

LITERATURE REVIEW

This study wants to describe the directive function conveyed by the author through his fictional works. The directive function is the function of illocutionary speech acts aimed at asking the interlocutor to do something to produce an effect on the action taken by the speaker. This study aims to find out as much as possible the directive function that the author has outlined through his work. Not only finding, this research will also explain the effect of the directive function in the context of conversations between characters

METHODOLOGY

Based on theoretical references, this study uses a structuralism approach, an approach that seeks to describe as carefully, thoroughly, in as much detail and as deeply as possible the interrelationships and interweaving of all elements and aspects of a literary work that together produce an overall meaning. Besides that, a hermeneutic approach is also used which seeks to understand the literary meaning that is behind the structure. The type of research in this research is qualitative, namely the type of research that produces findings in the form of understanding, explanation, and meaning based on the depth dimension.

The method used in this research is descriptive method in an effort to explain that the representation of linguistic and literary aspects is an internal and external aspect of children's literature. Sources of research data include a collection of children's stories "Little-Small Have the Work of The Evergreen" by Nisrina Hanifah published by Mizan Media Utama Bandung in 2010. The research data includes primary data and secondary data. Primary data is in the form of text excerpts related to linguistic and literary aspects obtained from a collection of stories about "Collection of Children's Stories" which is an anthology

of children's works published by the Ministry of Education and Culture through the 2016 Children's Story Writing Competition (LMCA). While secondary data includes: (1) various references or journals that are relevant to the research problem; (2) various important information obtained from children's readers).

Data collection was carried out using documentation study techniques or literature studies accompanied by an in-depth understanding of meaning. This is done repeatedly until a truly in-depth understanding and meaning is obtained according to research needs. In addition, researchers hold discussions with readers, to reveal various things related to aspects of external and internal markers. How to quote with reference to the title of the story, year and page for easy understanding.

RESULTS AND DISCUSSION

In accordance with the research focus described in the previous section, this study will describe the directive function and the effects of the directive function in children's fiction. The function of the first directive can be observed in the dialog in the data below.

"Come, please eat!" Mother said like a restaurant waitress. I just smile. Take a side dish and rice. Then devour it. "Father... is there really the end of the rainbow?" I asked. Dad lowered the newspaper he was reading, "If that's what I don't know, maybe there is." "Then, are there urns and gold coins at the end of the rainbow?" I asked again. Dad laughed at my question. "You mostly read fairy tales, ha ha ha...." I snorted indignantly. Dad always strayed from the conversation. (Searching for Rainbow-Kalyana Adzhara, p.3-4)

In the data (FD. 1.1) it was found that there was a conversation between mother and child and child and father. The conversation between Mother and Child contains Mother's order to eat the food she has prepared. The child just kept silent, didn't answer, but still took the food provided by his mother. The effect of the directive function in the conversation between the mother and the child is that the child obeys the mother's orders. The Child responds not through words but through his actions. There are two actions that the Son does. First, the child gives a smile to the mother, a sign that the child listens to the mother's orders. Second, the child takes rice and side dishes and eats them. The existence of a directive function in data (FD. 1.1) explains that an order received by someone can be responded to through action, not just speech.

Freddie...! Wait!!" I called to Ferdi. "Hey, Alfi, what's wrong?" he asked, surprised to see me panting. "Well, later after school do you want to come with me or not to the lake near the forest there?" I asked. Ferdi raised one eyebrow, "What are you doing there?" "Anyway there is something interesting. Later you too know," I said. Ferdi was curious, and said he wanted to join (Searching for the Rainbow-Kalyana Adzhara, p.4)

In the data (FD. 1.2) it is known that there is a conversation between two children. The conversation involved two children named Ferdi and Alfi. Ferdi and Alfi have a fairly close relationship, namely friends. There is some conversational context in the data (FD. 1.2). In the first context, Alfi calls his friend Ferdi and asks Ferdi to wait for him. In the second context, Alfi asks about Ferdi's activities after school and invites him to go somewhere with him. The third context, Ferdi asked Alfi's purpose for going to that place. The fourth context, Ferdi is influenced by Alfi's invitation and decides to follow Alfi's plan. The existence of a directive function in data (FD. 1.2) explains that the effect of having a directive is being able to influence other people to follow the will of the main speaker. The directive function has a persuasive effect on the speaker.

Woi..., daydreaming huh!" Ferdi exclaimed while patting my shoulder. I snorted pretending to be irritated, "Look at the time, please! Late twenty minutes is still time for a joke, huh!"
Ferdi laughed, "Wow, Alfi is scary when he's angry. Type My mother only saw me coming home late."
Plapak.... I was furious at him, my hands that couldn't stand trying hit Freddy's head. Ferdi dodged while shouting.
"Hey, what else can I say? Hmmm?!" I said.
"You are, just like mothers who like to grumble," said Freddy grinned. "Woi, so you want to be hit again huh?" I asked while lifting clenched hands. "Oh my!

In the data (FD.1.3) it was found that there were several contexts of utterances made by Ferdi to his friend named Alfi. The context of the first conversation is Ferdi asking what action Alfi is taking. The question was packaged in a unique way, namely through the action of surprise while tapping on the shoulder. The second context of conversation is Alfi's response to the surprise action given by his friend. Alfi pretends to be annoyed and scolds his friend for coming late. The context of the third conversation is Ferdi's response, he compares his fussy friend to his mother's fussiness. In the data (FD.1.3) it is found that the directive function has the effect of changing the atmosphere. Changes in the atmosphere referred to as: daydreaming becomes shocked, serious becomes joking, there is joy, there is annoyance, and so on.

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion in the previous chapter, it was found that the directive function has the property to transform a situation and condition into another context. The directive function helps the writer convey ideas or ideas through utterances in conversations between characters in his fictional works. The directive function also outlines the purpose and intent of building a context for communication between characters. The communication built by the author is not only for characters but also for every reader who reads his fiction. The author hopes that the majority of his readers who are children are able to understand the intent and message set forth in every directive function in his work. In terms of scientific discipline, this research can be developed into a new

scientific discipline combined with other theories. The directive function can be viewed from various disciplines.

This research is a contribution to helping the Central Government and Regional Governments to revive literacy power, especially literacy skills in children which should be built from an early age. Not only reading, but also increasing the ability of the Indonesian people to create a literary work that is rich in values and culture, as well as an effort to promote, protect, secure, maintain, save, publish, develop and utilize regional and national culture as mandated in Law Number 5 of 2017 Concerning the Advancement of Culture.

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