INTERLANGUAGE OF CRITICISM
BY INDONESIAN LEARNERS OF ENGLISH

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This research aims at finding the criticism strategy, hedging strategy, and politeness strategy used by Indonesian learners of English. The data are criticism utterances taken from Indonesian learners of English or English Foreign Language (EFL) students. In collecting the data the writer uses “Pilot Study” with following steps: (1) Grouping the subject, every group consists of four students (2) Asks every subject (EFL) students to draw a picture, the picture is an animal (3) Every subject (EFL) students criticize their friends’ work in pair. To analyze criticism utterances, the writer uses Nguyen formula. To describe the using of hedging strategy, the writer uses Martin theory. To describe the politeness system used in criticism utterances, the writer uses Politeness Strategy by Brown and Levinson. Having analyzed the data, the writer found that there are two ways of criticism: direct criticism and indirect criticism. In direct criticism (48%) the writer found six strategies: (1) negative evaluation (15%), (2) disapproval (19%), (3) expression of disagreement (7%), (4) identification of problem (50%), (5) statement of difficulties (6%), (6) consequences (3%). While in indirect criticism (52%) the writer found nine strategies: (1) correction (5%), (2) indicating standard (7%), (3) demand for change (17%), (4) request for change (12%), (5) advice about change (10%), (6) suggestion for change (17%), (7) expression of uncertainty (2%), (8) asking/presupposing (19%), (9) other hints/sarcasm (11%). The writer also found three types of hedging strategy used: (1) strategy of indetermination (54%), (2) strategy of camouflage (5%), (3) strategy of subjectivisation (41%). There are four politeness strategies used: (1) bald on-record strategy (36%), (2) positive politeness strategy (26%), (3) negative politeness (16%), (4) off record (22%).

Key words: interlanguage, criticism utterances, Indonesian learners of English.
A. Introduction

In this chapter, the writer presents background of the study, problem statement, objective of the study, significance of the study, and research paper organization. Utterance in communication is used to present the speaker’s intention to hearers and it is the physical production of linguistic behavior. The kinds of utterance used in communication may involve criticizing, complaining, apologizing, requesting, agreement, disagreement, commanding, etc. In daily use like in debate or discussion, people often use criticism to show disagreement with other people’s opinion or behavior.

Criticism is an act of expressing disapproval of something or somebody and opinion about their bad qualities; statement of disapproval. Criticism utterance can be used by everybody in the different context and situation, for example in the real life like society, music, poem, movie, books, etc. whereas in the real life criticism utterances can be found in the society, office, government, public place like railway station, bus station, market, even in the school. In the school life, especially for Indonesian learners of English or Indonesian English Foreign Language (EFL) students have many ways to express criticism.

The writer finds the phenomena dealing with such criticism utterance that is used by EFL students are various. This kind of research is not totally new because many researchers take the same resource, EFL students. Some of them are Prastiti (2013) and Astika (2013). But this research takes the different object on criticism utterance that is focused in hedging strategy and politeness strategy. So this research reveals something different on linguistics term, especially in interlanguage study. For the future, this research may add the knowledge about using hedging strategy and politeness strategy.

Problem statement on this study is: (1) what are the criticism strategies used by Indonesian learners of English? (2) what are hedging strategies used in criticism by Indonesian learners of English? (3) what are the types of politeness strategies used by Indonesian learners of English?

Objective of the study based on the research problem are to describe criticism strategies used by Indonesian learners of English, to describe the using of hedging strategy by Indonesian learners of English, and to determine the politeness strategy that is used by Indonesian learner of English.
B. Research Method

The type of the this research is descriptive qualitative research. The writer uses descriptive qualitative research in order to determine the using of criticism strategy, hedging strategy and politeness strategy.

The object of the research takes interlanguage of criticism utterances, hedging, and politeness that are used by Indonesian learners of English.

The data of this research are all criticism utterances used by students when they are criticizing their friend works.

The subjects/source of data in this research is Indonesian English Foreign Learner (EFL) students, especially University Muhammadiyah of Surakarta students, seventh semester, year 2010.

The method to analyze the data is socio-pragmatic theory, especially theory of criticism strategy, hedging strategy and politeness strategy. The writer conducts the data analysis with the following procedures: (1) Analyze criticism utterances based Nguyen formulas (2003); (2) Identify hedging strategy based on the theory from Martin (2003); (3) Identify politeness strategy based on Brown and Levinson Theory of politeness (1987).

The researcher takes data on December 15th 2013. The number of participant in this research are 30 students. Consist of 18 female and 12 male. In this chase the source of data is taken randomly without any criteria.

C. Result and Discussion

1. Criticism Strategy

The researcher found that subjects that used direct criticism is 48%, it means that comparison of using direct and indirect criticism is almost balance. Subjects use direct criticism because S wants to point out his/her criticism clearly without obscure the meaning. Identification of problem is the most used strategy between other direct strategies. Identification of problem contributes 50% for direct criticism strategy. Identification of problem is stating errors/problems found with H’s choice. In the second place is disapproval, shows subjective opinion of S, describing S’s attitude toward H’s choice. There is 19% subjects used disapproval. Then negative evaluations are expressed via evaluative adjective, the using of negative evaluations is 15%. In the fourth place is
Expression of disagreement, S uses performatives “I don’t agree..., I disagree... (with/without modal and arguments against H)”. Researcher found 7% subjects used expression of disagreement, they usually disagree about color, form, picture choice of H. Then, there is 6% subjects use statement of difficulties strategy. This strategy shows that S disables to know what H means with his/her picture. And the last is consequences, only 3% subjects use this strategy.

While subjects that used indirect criticism is 52%. Although the number of indirect criticism almost same with direct criticism, the using of indirect criticism more than direct criticism, because the strategy also more than direct criticism. Asking/presupposing is the most used strategy in indirect criticism, as many as 19% subjects use this strategy. Many subjects use structure like “Why/Why you......, Don’t/did you....” or through the real questions like “where/what....” that indicate something wrong with the form of the picture. The using of “why you....” has intention to show up his/her criticism, actually S doesn’t need the answer of his/her question. In the second place is demand for change strategy. As many as 17% subjects use it. S usually uses “you have to, you must, you need, it is obligatory that, etc.” Suggestion for change also has percentage 17% like demand for change strategy. This strategy usually expressed via the performative "I suggest + verb ..." or such structures as "you can/could + verb" as direct suggestion of S to H, because after word of suggestion S directly places verb.

In the third place is Request for change. There is 12% subjects use this strategy. Request for change usually expresses via such structures as "will you ...?", "can you ...?", "would you ...?", or imperatives such “please + verb (change/correct/revise...)” with or without politeness markers, or want statement “I want you......”. In the fourth place is other hint. There is 11% subjects use this strategy. This strategy may include sarcasm. S criticizes with said something like judgment to H, in other way S uses statement of mocking. Then Advice about change, there are 10% subjects use this strategy. This strategy expressed via performative “I advise you” or “should” to show his/her criticism. Number sixth is Indicating standard, this strategy used by 7% subjects. Indicating standard usually uses “Theoretically..., In the reality..., In fact..., In the real world....” most of subject criticizes on the color of the picture, and the other criticize on the size. The next placed is Correction strategy, 5% subjects use this strategy. It
includes all utterances which have the purpose of fixing errors by asserting specific alternatives to H’s choice, etc.

2. Hedging Strategy

Researcher also found some findings and made conclusion the using of hedging strategies that is used by Indonesian learner of english as follow. Strategy of indetermination is the most appear, the using of strategy indetermination is 54%. It means that almost half of subjects use this hedging strategy. Strategy of indetermination itself can be divided into six categories as follow. First, researcher found 51% in data. Verbs of cognition expresses possibility or uncertainty utterances usually use “like/looks like + noun” “looks + adjective” “seem to/seems + adjective/noun.” Second, researcher found 19% in data Modal verbs here express possibility or uncertainty utterances, usually use “may/might”, “can/could”, “should be…” Third, researcher found 16% in data. Approximators of frequency, quantity, degree and time are indicated as unwillingness to clarify the writer’s actual commitment to the proposition. Fourth researcher found 5% in data, modal adverb like “maybe” that indicates uncertainty or unwillingness of S to do critics. Hedging “maybe” usually is placed in front of the sentence/before the critique statement, sometime also placed in the middle of sentence. Fifth, researcher found 4% in data, epistemic verbs. Epistemic verbs draws on the probability of the proposition or hypothesis expressed being true, usually use “to assume, to suggest/ suggest, to consider...” and modal adjectives, also found 4% in data. The position of hedging as adjective that shows uncertainty or unwillingness of S to do critics, usually uses “possible and perhaps”.

In second place is strategy of subjectivisation, researcher found 41% data. This strategy consists the using of first personal pronouns followed by verbs of cognition as a means of highlighting the subjective nature of the given propositions. Strategy of subjectivisation divided into two strategies. First is consisting of the use of first personal pronouns, this strategy consists the use of first personal pronoun “Personally, from my point of view, my deepest mind, for me, I think, according to my sight, etc”. Second is Quality-emphasizing adjectival and adverbial. This strategy used to convince the reader of the importance of the expressed propositions by exposing the writer’s emotional state. The last is Strategy of Camouflage, researcher found 5% in data. Usually
uses “in the reality”, “actually”, “in fact”, “generally”, etc that placed in the beginning of sentence.

3. Politeness Strategy

Researcher found various strategies used in bald on record. Bald on record is the most used strategy, there are 36% subjects use bald on record strategy. First, researcher found 45% in data, using imperative. S uses verb to ask H to do or change/repair something that S wants on H’s picture. Second, researcher found 32% in data, the sympathy, advising, or warning. There are two ways people express this strategy, first S uses suggestion sentence markers “I suggest that.....” or “it’s better you...” And the second S uses advising marker like “I (would) advise....” “I required you....” or “you need/it’s necessary......” Third, researcher found 32% in data, using attention getter. S uses an imperative word in the beginning of his/her sentences or uses words that can raise attention the H about what will S says. The last, researcher found 4% in data, form of Interaction and Recipes. S shows his critic trough form of interaction, using numbering “first, second, third, etc” like direction or steps in the recipe.

Various strategies are found in positive politeness. Positive politeness is the second strategy most used after bald on record with values 26%. Some strategies that are found in positive politeness are: First, researcher found 28%, give or ask for reasons. S uses interrogative sentence to ask reason to H, S usually uses “why”? “why + don’t” in this strategy. Second researcher found 21% in data, notice, attend to H and use in-group identity markers. In notice, attend to H, S should take notice of H’s condition. S usually begins with praise on H’s work, followed by criticism utterance of S. The structure can be seen as follow “praise sentence +but+ criticism sentence”. While in use in-group identity markers, S is using innumerable was to convey in group-membership. Researcher found these phenomena as sign of close relationship between S and H as a friend can be seen from identity marker that they use like “friend, man, as your friend, girl, etc”. Third researcher found 12% in data, joke. S uses a joke in his criticism utterance to blur out his critics. S makes a joke with places something in the things that actually not suitable for that. For example in data 1, S said that H elephant is doing diet program because S looks H elephant picture is too slim. The last researcher found 9% in data intensify interest to H and offer and promise. This strategy almost same with notice, attend to H, S praises H then criticizes his
work. The difference, this strategy is formed into good story where S seems to involve H in conversation, sometime S tells something out of his critique in order to make a good story. While Offer and promise strategy is used to obtain H’s want by promising or offering via structure “I will/would.....”.

Off record is the third strategy that has percentage 22%. Various strategies are found in off record indirect strategies, they are: First researcher found 60% in data, use rhetorical questions. S uses rhetorical questions to ask question with no intention of obtaining an answer. Second researcher found 25% in data, understate. Understate is expressed via “little bit”, “rather”, “is not good enough”. Third researcher found 11% in data, give hints. It means if speaker says something that is not explicit relevant. The last researcher found 4% in data, overstate. Speaker delivers his critics through many words, over using words, repetition words “very... very..., long...long...” For example:

In the reality elephant has very very pointed nose.” (Data 1)

The last number of politeness strategy is negative politeness. As many as 16% subjects use this strategy. Two strategies are found in negative politeness. They are don’t coerce H and communicate S’s want to not impinge on H. There are also found two strategies in don’t coerce. First, be pessimistic. This strategy gives redress to H’s negative face by explicitly expressing doubt that the conditions for the appropriateness of S speech act obtain. S usually expresses via “if possible”, “may/maybe”, “perhaps”, “I’m not sure”. Second, minimization the imposition R. S expresses this strategy via “should be + adjective” in order to decrease the strength of command. In communicate S’s wants not to impinge on H only found one strategy (apologize).

D. Conclusion

Based on data analysis and discussion of the finding, the researcher found some interesting data. Such what Purwodarminto (in Tarigan, 1986:160) said that criticizing is an act, which is pointing out someone’s fault or someone’s bad
attitude. In addition, this act is gives bad judgment about someone. Every person has her/his ways to make critics. Some people criticize somebody or something through direct or indirect ways, polite or impolite. Some people use hedging in their criticism utterances.

In criticism strategy Indirect criticism is the most used, as many as 52% subject used this strategy, and the most appeared from indirect criticism strategy is asking/presupposing strategy had value 19%. While direct criticism contributed 48%, the most appeared from direct criticism strategy is identification of problem strategy had value 50%. Actually identification of problem is the most appeared strategy among all criticism strategy, there are two categories identification of problem that found in data. First is identification of problem identical with size and color. Second is identification of problem identical with compatibility/form.

In hedging strategy, strategy of indetermination was the most appeared strategy which had value 54%. In strategy of indetermination itself there are 19% subjects used modal verb and 51% used verb of cognition, the most used by subjects is verb of cognition (like) while modal verb (should be) is the most used. In the second place is strategy of subjectivisation which had value 41%, in the third place is strategy of camouflage which had value 5%.

In politeness strategy, bald on record was the most appeared strategy which had values 36%, with percentage as follow: using attention getter (19%), using imperative (45%), the sympathy advice or warnings (32%), form of interactions and recipes (4%). It indicated that subject preferred to use bald on record, especially using imperative when doing criticism.

Based on the data and research findings, the researcher could conclude that Nguyen criticism strategy, Martin hedging strategy, and Brown and Levinson politeness strategy could cover all type of criticism utterances which were used by Indonesian learner of English, it also could be concluded that all strategies in the theory were more various than what the Indonesian learner used.
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