REALIZATION OF THE POLITENESS STRATEGIES OF DIRECTIVE UTTERANCES BY THE STUDENTS OF ENGLISH DEPARTMENT AT THE FOURTH SEMESTER MUHAMMADIYAH UNIVERSITY OF SURAKARTA

PUBLICATION ARTICLE

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by:

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**ENGLISH EDUCATION DEPARTEMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
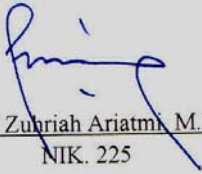MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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APPROVAL

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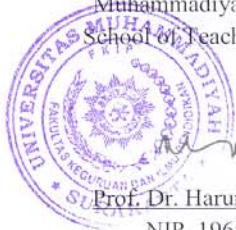
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Title   :   Realization of The Politeness Strategies of Directive Utterances
                    by The Students of English Department
                    At The Fourt Semester Muhammadiyah University of
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The writer

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REALIZATION OF THE POLITENESS STRATEGIES OF DIRECTIVE UTTERANCES BY THE STUDENTS OF ENGLISH DEPARTMENT AT THE FOURTH SEMESTER AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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Abstrak

Penelitian ini adalah penelitian yang bertujua nuntuk mengetahui penggunaan kesantunan dalam berbahasa. Penelitian ini merupakan penelitian diskriptif kualitatif yang bertujuan untuk: (1) mendiskripsikan bentuk kalimat direktif, (2) mendiskripsikan penggunaan teorik esantunan (3) mendiskripsikan hubungan kalimat direktif dengan teori kesantunan. Data yang digunakan dalam penelitian ini ialahk alimat – kalimat direktif yang digunakan oleh siswa. Tehnik pengumupulan data dalam penelitian ini menggunakan tehnik DCT. Tehnik analisis data meliputi reduksi data, menganalisa, dan kesimpulan. Data-data tersebut di analisis menggunkan teori kesantunan (Brown and Levinsson, 1987), pengelompokan kalimat menggunakan teori dari (Frank, 1972), dan tingkatan kalimat menggunakan teori dari (Leech, 1999).

Hasil dari penelitian menunjukan: (1) ada empat tipe kalimat berdasar fungsinya, dalam cara meminta kalimattanya (64%), kalimat perintah (19%), kalmiat deklaratif (17%), dalam cara member perintah kalimat tanya (48%), kalimat perintah (37%), kalimat deklaratif (13%) dan kalimat seruan (2%). (2) ada empat teori kesantunan dalam cara meminta, yaitu bald on record (18%), kesantunan positif (17%), kesantunan negatif (62%), off record (2%), dalam member perintah ada 3 dan bald on record (28%), kesantunan positif (12%), kesantunan negatif (59%). (3) hubungan kalimat directive dengan kesantunan yaitu, kalimat tanya memiliki hubungan dengan kesantunan negative, kalimat perintah memiliki hubungan dengan kesantunan positif dan bald on record, kalimat deklaratif memiliki hubungan dengan off record, dan kaliamat seruan memiliki hubungan dengan do not do FT.

Kata kunci: kalimat direktif, descriptif kualitatif, teori kesantunan.

Abstract

This descriptive qualitative research aims at describing (1) syntactical form of directive utterances, (2) the realization of politeness strategy (3) the relationship of directive utterance with politeness strategies. The data used in this research are utterances which are used by the students. The technique of collecting data used DCT model. The techniques of analyzing data are data reduction, analysis, and conclusion. The data are analyzed by using politeness theory (Brown and Levinson, 1987), grouping the sentences uses theory from (Frank, 1972) and politeness degree uses theory from (Leech, 1999).

The result indicated that: there are 4 types' linguistic forms at directive utterances. (1) In request strategy the researcher found 3 linguistic forms namely: interrogative sentence takes 64%, imperative sentence takes 19%, and declarative sentence takes 17%. In order strategy the researcher found 4 linguistic forms namely: interrogative sentence takes 48%, imperative sentence takes 37%, and declarative sentence takes 13% and exclamatory sentence 2% (2) there are five politeness strategies. In request strategy the researcher found 4 politeness strategies namely: bald on record 18%, positive politeness 17%, negative politeness 62%, and off record 2%. In order strategy the researcher found 3 linguistic forms namely: bald on record 28%, positive politeness 12%, and negative politeness 59%. (3) The relationship of syntactical form directive utterance with politeness strategy, interrogative sentence have relationship with negative politeness, imperative sentence have relationship with positive politeness and bald on record, declarative sentence have relationship with off record, and exclamatory sentence have relationship with do not do FT.

Keywords: directive utterance, descriptive qualitative, politeness theory.

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1. Introduction

Speech act is not only an act of making some words without the meaning, but also an act which contains an intention. When the speaker says something, they will expect that the hearer will be affected by those utterances. Speech acts, according to Austin, are not only saying something, but also 'doing' something.

> Speech act is an action such as making a statement, giving orders, asking questions, making appointments, etc., ..., this action is generally made possible by and conducted in accordance with certain rules for the use of linguistic elements (Searle, 1969:16).

Directive utterance is one kind of speech act. According to Levinson (1983:240) directives utterances are those kind of speech act that speaker use to get the addressee to do something. They express what the speaker wants. The types of directive utterance are commanding, ordering, requesting, and suggestions and prohibiting. For examples: (1) Bring the bag. (2) Dad, please bring the bag. (3) Sit down! (4) Could you please sit down? Each of them have the same meaning but different level of politeness.

Being polite while uttering something especially on directive utterance is the main requirement, when the speaker fails to be polite it could ruin the social relationship with the other peoples and the people self-image could be damage. For English students mastering politeness is the important part of teaching because they will teach their students politely.

To clarify the realization of politeness strategy of directive utterance, the researcher uses politeness strategy theory from Brown and Levinson (1987) and then clarifies withpoliteness theory degree from Leech (1983). Based on that, it will reveal the relationship between syntactical form of directive utterance and politeness strategy and the benefit politeness strategy in order to build good conversation.

There are some previous researches that have been conducted by the other researcher. The first previous study is a research entitled A Pragmatic Analysis of Directive Utterances in the Translation of Holy Al-Qur'an Particularly on the Verses of Five Pillars of Islam written by Ningsihs (2014) studied about. This study aims at describing the intention and describing the form of directive utterance. The object is directive utterances. The data are sentences containing directive intention in the English

translation of Holy Al-Qur'an particularly on the verses of five pillars of Islam. In collecting the data, the writer uses documentation method by selecting the directive utterance in the English translation of Holy Al-Qur'an particularly on the verses of five pillars of Islam. To describe the illocution, the writer uses pragmatic approach especially speech acts of Kreidler's theory. While to describe the form the writer refers to Frank's theory. The result of the study shows that there are three types of intention that found in the data; they are intention of commanding (71%), the intention of prohibiting (26%), and the intention of requesting (3%). There are two types of sentence that can be found in the data the first is imperative sentence (83%) and the second is declarative sentence (17%).

The second previous study is a research written by Lismirat (State University of Padang). This study entitled The Analysis of Politeness in Directive Utterances in Pride and Projudice: Written by Jane Austin. The aims of the research are discussing The Politeness strategies in Directive Utterance , that is the utterance which the speaker uses to make the hearer does something. This utterance is one of the action illocution utterances. In Analyzing this thesis, the researcher uses the theory of Leech "Politeness in directive utterance "and used the method of Djajasudarma. As the result of the study in Politeness in Directive utterance, the writer found that from two types of politeness principle they are Tact Maxim and Generosity Maxim.The tact Maxim using in low profile to producing polite illocutionary. Then, Generosity Maximusing in polite utterance of producing polite directive.The writer found that Tact Maxim and Generosity Maxim is Maxim of politeness principle.

The third previous study is an international journal entitled Politeness Strategies in Thai Graduate Research Paper Discussions: Implications for Second/Foreign Language Academic Writing written by Getkham, National Institute of Development Administration (NIDA),Bangkok, Thailand. This research aims at identifying what politeness strategies are most commonly used in the whole corpus, whether differences exist in the use of these politeness strategies and how politeness strategies are employed. Findings revealed that impersonal constructions were mostly used. It should be noted that the useof impersonality plays a vital role in downplaying the importance of human intervention.The analysis of the data reveals that these student researchers rarely employed politeness strategies in their discussions. However, they used more negative politeness strategies than the positive ones and the differences in the use of these two strategies were highlysignificant. This study provides some pedagogical implications for

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ESL/EFL academic writing and syllabus designing. Student researchers may not be aware of available devices, especially positive strategies, to politely present their views in discussion sections. This may reflect the more conventional style of academic training in the Thai context. It seems reasonable to suggest that positive politeness strategies might be valued in academic writing.

The benefit of this research consists of theoretical benefit and practical benefit. From the term of theoretical benefit, the result of this research could give the contribution on politeness theory, especially in analyzing the benefit of politeness theory on education. From the practical benefit it can add knowledge on the researcher. Also it can be the news knowledge in the teaching process. For the future researcher, it can be the additional references.

2. Research Method

This type of research is descriptive qualitative, because the researcher describe the realization of the research.

The objects of this research are the directive utterance found in the discourse completion task, conducted by the students of English department of Muhammadiyah University of Surakarta at fourth semester.

Techniques of collecting data used in this research aredocumenting the DCT and observation.Hinkel in (Wijayanto, 2013:37) the data obtained through DCT is claimed to represent appropriate pragmatic norms. The steps are: (1) make the DCT scenario, (2) apply in the class, (3) documenting in the MS-Word, (4) underlying the specific sentence or word with the theory. (5) retype the selected data.

Miles and Huberman (in sutopo, 2010) states that there are there qualitative data analysis technique, reduction, presentation, and conclusion. Based on it. (1) The researcher reducing the data. (2) Categories the syntactical form use frank theory. (3) Categories the politeness strategy uses Brown and Levinsson theory. (4) The researcher analyze the data refer to the research problem. (5) The researcher summarizes the finding into the table. (6) The researcher discusses the finding and draws the conclusion.

3. Research Result and Discussion.

In this section the researcher present the result of the discussion. As follow:

3.1 Types of Syntactical form

The following table 1 is the finding of the percentage of syntactical form

Table 4.2. List of Syntactical Form percentage

DCT	Request or order	Syntactical form of directive utterance			
		Interrogative	Imperative	Declarative	Exclamatory
1	request	60%	40%	-	-
4		38,8%	33,3%	27,7%	-
5		47,3%	21%	31,5%	-
6		22,7%	27,2%	45%	-
9		75%	25%	-	-
10		90,9%	9%	-	-
11		100%	-	-	-
12		100%	-	-	-
13		75%	16, 6%	8. 3%	-
2	order	61,5%	38%	-	-
3		69,2%	15,3%	15,3%	-
7		50%	12,5%	29,1%	8,3%
8		9,5%	80,9%	9,5%	-

Based on table 1 above, the researcher found four syntactical forms of directive utterance, interrogative, imperative, declarative and exclamatory sentences. In request strategy the researcher found 3 linguistic forms namely: interrogative sentence takes 64%, imperative sentence takes 19%, and declarative sentence takes 17%. In order strategy the researcher found 4 linguistic forms namely: interrogative sentence takes 48%, imperative sentence takes 37%, declarative sentence takes 13% and exclamatory sentence 2%.

Most the students prefer to use interrogative sentence to make a request and order rather than the others types, because the students believe the form of interrogative sentence is the polite form to express their utterances.

3.2 Realization of politeness strategy

The second objective is to clarify the realization of politeness strategy used by the students Department of English Education of Muhammadiyah university of Surakarta and the relationship between linguistic form and politeness strategy.

The researcher analyzes the realization of politeness strategies by using DCT questionnaire and has found several percentages the use of politeness strategies, it distribute in the table below,

Table 4.3. List of Politeness Strategies Percentage

DCT	Request and order	Politeness Strategies			
		Bald on record	Positive politeness	Negative politeness	Off record
1.		33%	17%	40%	-

4.	request	40%	-	60%	-
5.		17%	-	40%	17%
6.		44%	55%	-	-
9.		25%	-	75%	-
10.		-	40%	60%	-
11.		-	-	100%	-
12.		-	-	100%	-
13.		-	40%	60%	-
2.	order	17%	-	83%	-
3.		14%	14%	71%	-
7.		17%	33%	50%	-
8.		66%	-	33%	-

Based on table 2 above, the researcher found out.In request strategy the researcher found 4 politeness strategies namely: bald on record 16%, positive politeness 18%, negative politeness 58%, and off record 8%. In order strategy the researcher found 3 linguistic forms namely: bald on record 25%, positive politeness 13%, and negative politeness 62%.

The researcher also found several politeness combinations, in request strategy it can be found in DCT 1, 4, 5, 9, 11 and 13. And in order strategy it can be found in DCT 2, 3, 7. Most of the student use negative politeness in it, the student wants to reduce the intention of FTA.

The use of negative politeness is mostly applied by the students as the politeness strategies, the term negative politeness is attempted to minimize the imposition on hearer, maintain the social distant because the speaker will intrude the hearer space and maintain claims of territory and self-determination (Brown and Levinson, 1987:70). Based on it, perhaps the students prefer to use it as the politeness strategy, they would not intrude the hearer territory and keep the social distant. In fact, negative politeness is not the applicable politeness strategy for all situations. For example, when the students have strong urge to the hearer, the suitable politeness strategy is bald on record even though it will embrace and intrude the hearer, if the students use negative politeness it will take some time to get agreement.

3.3 Syntactical form and politeness strategy relationship

The researcher finds out the relation between linguistic form of directive utterance with the politeness strategy, it can be seen through the table below.

Table 3. Syntactical form and Politeness relationship

DCT	Syntactical forms Percentages				Politeness Strategy
	IN	IM	DE	EX	
1	60 %	40 %	-	-	Negative politeness Bald on record
2	61,5 %	38,4 %	-	-	Negative politeness Bald on record
3	69,2 %	15,3 %	15,3 %	-	Negative politeness Positive politeness
4	38,8 %	33,3 %	27,7 %	-	Negative politeness
5	47,3 %	21%	31,5 %	-	Negative politeness Off record
6	22,7 %	27,2 %	45%	4,5%	Bald on record Positive politeness
7	51,8 %	7,4%	25,9 %	14,8 %	Negative politeness Positive politeness Bald on record
8	9,5%	80,9 %	9,5%	-	Bald on record Negative politeness
9	75%	25%	-	-	Bald on record Negative Politeness Off record
10	90,9 %	9%	-	-	Positive politeness Negative politeness
11	100%	-	-	-	Negative politeness
12	100%	-	-	-	Negative politeness
13	75%	16,6%	8. 9%	-	Positive politeness Negative politeness

According to Leech (1983:108) suggests that "to increase the degree of politeness by using a more and more indirect kind of illocution. Indirect illocutions tend to be more polite (a) because they increase the degree of optionality and (b) because the more indirect an illocution is, the more diminished and tentative its force tends to be". It can be simplify, more indirect a sentence make a sentence more polite, it implies the choice of politeness strategy

3.4 The sociological factor and inappropriate politeness uses.

The other reason of the choice politeness degree is the sociological factor, Brown and Levinson (1987: 74) stated that social factor give contribute to politeness strategy, it is P represent the power of the speaker, D represent the distant relationship, and R for rank of imposition to the hearer. According Brown and Levinson in Matsumoto (2009: 14), rank of imposition and social distant have linear degree of politeness level, but the speaker power is reversed.

The inappropriate politeness uses appear, when the students fail to use or understands what kind of appropriate politeness strategy in a particular situation, for example asking to help people on accident situation, the appropriate politeness strategy is bald on record, not negative politeness or off record.

4. Closing

Based on the research result and discussion, the researcher presents the conclusion as follow:

4.1 From the analysis 13 DCT data, there are 4 types of syntactical form of directive utterance there are: interrogative, imperative, declarative, and exclamatory sentences. The researcher also find 4 types of politeness strategy namely, bald on record, positive politeness, negative politeness and off record.

4.2 The politeness degree influenced by the syntactical form, it is based on the implicit intent that's why the syntactical form and politeness strategy have relationship.

4.3 There are some factors that influence the degree of politeness it called sociological factor, such as power, distant, rank of imposition. Another factor that may give a contribution are age and gender.

The English teachers could use the result of the study as the additional material in teaching and learning process. The researcher hopes by applying this research result of this theory, the teacher or anybody who learn English could gain more smooth conversation, because if the speaker fails to save the hearer face the good communication could not achieve, it implied to the learning process. Maybe the learners getting shy, angry or stop to learn English as the second language. For further researcher who wants to expand this researcher the writer suggested to take more complexly, because this research still lack of good theory.

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