

**POLITENESS STRATEGIES OF INVITING UTTERANCES BY
ENGLISH DEPARTMENT STUDENTS OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**



PUBLICATION ARTICLE

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**PROGRAM STUDI BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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APPROVAL

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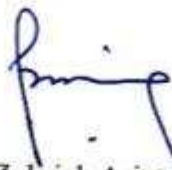
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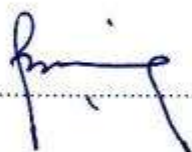
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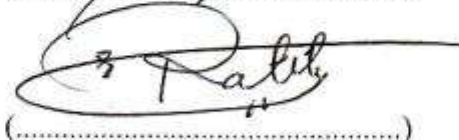
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Surakarta, 03 April 2017

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POLITENESS STRATEGIES OF INVITING UTTERANCES BY ENGLISH DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

ABSTRAK

Penelitian ini berfokus pada strategi undangan dan strategi kesantunan yang digunakan oleh mahasiswa Jurusan Bahasa Inggris. Data dari penelitian ini adalah ungkapan-ungkapan dalam mengundang yang dibuat oleh mahasiswa semester I Jurusan Bahasa Inggris Universitas Muhammadiyah Surakarta. Sumber datanya adalah dokumen-dokumen yang terdiri dari ungkapan-ungkapan dari jawaban mahasiswa. Peneliti mengumpulkan data dengan menggunakan DCT (Wacana Penyelesaian Tugas). Untuk menganalisis strategi undangan peneliti menggunakan strategi dari Suketi (2014), sedangkan untuk menganalisis strategi kesantunan peneliti menggunakan teori dari Brown dan Levinson (1978).

Hasil penelitian menunjukkan bahwa (1) terdapat empatbelas strategi undangan yang digunakan oleh mahasiswa Jurusan Bahasa Inggris dan (2) terdapat empat strategi kesantunan yang digunakan oleh mahasiswa Jurusan Bahasa Inggris. Keempatbelas strategi undangan tersebut adalah strategi performatif, strategi meminta kesediaan, strategi keinginan, strategi imperatif, strategi pengharapan, dan strategi lainnya adalah kombinasi dari strategi meminta kesediaan plus pengharapan, strategi meminta kesediaan plus imperatif, strategi pengharapan plus meminta kesediaan, strategi imperatif plus pengharapan, strategi performatif plus meminta kesediaan, strategi performatif plus pengharapan, strategi keinginan plus meminta kesediaan, strategi keinginan plus pengharapan, dan strategi keinginan plus performatif. Sementara itu, kebanyakan siswa memilih menggunakan strategi meminta kesediaan, karena strategi ini digunakan untuk mendapatkan jawaban yang pasti dari mitra tutur; dan keempat strategi kesantunan adalah strategi bald-on record, strategi off record, strategi kesantunan positif, dan strategi kesantunan negatif. Disini, strategi yang paling dominan adalah kesantunan negatif, karena strategi ini diindikasikan dengan adanya suatu jarak. Strategi ini memberikan kebebasan hak pada mitra tutur dan dapat dilihat sebagai strategi penghormatan.

Kata kunci: strategi mengundang, strategi kesantunan

ABSTRACT

This research focuses on invitation strategies and politeness strategies used by English Department students. The data of this research are inviting utterances made by the students of the first semester of English Department of Muhammadiyah University of Surakarta. The data sources are the documents which consist of utterances of students' answer. The researcher collects the data by using DCT (Discourse Completion Task). The DCT contains the script dialog that shows various scenarios. To analyze invitation strategies the researcher adopted strategies of Suketi (2014), while to analyze politeness strategies the researcher uses the theory of Brown and Levinson (1978).

The result shows that (1) there are fourteen strategies of invitation used by English Department students and (2) there are four strategies of politeness used

by English Department students. The fourteenth strategies of invitation are performative strategy, asking for willingness strategy, want strategy, imperative strategy, hoping strategy, and the others strategy are the combination of asking for willingness plus hoping strategy, asking for willingness plus imperative strategy, hoping plus asking for willingness strategy, imperative plus hoping strategy, performative plus asking for willingness strategy, performative plus hoping strategy, want plus asking for willingness strategy, want plus hoping strategy, and want plus performative strategy. Meanwhile, most of the students usually use the strategy of asking for willingness, because this strategy is used to get definite answer from the hearer; and the fourth strategies of politeness are bald-on record strategy, off record strategy, positive politeness strategy, and negative politeness strategy. Here, the most dominant strategy is negative politeness, because this strategy is indicated by lengthening the distance. It emphasizes the hearers' right to freedom and can be seen as a deference strategy.

Keywords: invitation strategies, politeness strategies

1. INTRODUCTION

Speech act is an act that is performed by the speaker when the speaker says utterance. The speaker normally expects that his communicative intention will be recognized by the hearer. On any occasion, when the speaker utters something consciously or unconsciously the speaker doing the three actions simultaneously namely, locutionary act, illocutionary act, and perlocutionary act. "Illocutionary is one kind of speech act performed via the communicative force of an utterance" (Yule, 1996:48). People do not just express utterance without purpose, but sometimes there are speakers' intentions that are not expressed directly.

Yule (1996:53) divides general functions of speech act into five classifications, such as declaration, representatives, expressive, commissives, and directives. Yule (1996:54) defines commissives as "kinds of speech acts that speakers use to commit themselves to some future action". The types of commissive are agreeing, guaranteeing, inviting, offering, promising, swearing, and volunteering.

Invitation is a part of speech act that is used to invite someone to go somewhere or to do something, either spoken or written. In Indonesia, most of Indonesian people are just familiar with invitation in a form of wedding

invitation, birthday invitation, and social meeting. It is very different from the advanced countries such as England, Germany, France, or United State. In the advanced countries, invitation is usually to invite for having breakfast, lunch, or dinner together, watching movies, recreation, or to go to a place together with friends or family. Here, inviting becomes a focus of the study because the researcher wants to know how the students use invitation in their daily communication, to make people say “Yes, I would” or “Yes, I did” speaker must be able to convince and use polite utterance.

Being polite is very important to keep relationship among people, especially in making invitation. People should have knowledge of politeness for making other people respect and help to build a strong relationship. Politeness is also effective to reduce the social distance between speaker and hearer, for the students of School of Teacher Training and Education as well. For English students of the first semester, studying politeness is an important thing because it will be the basis and foundation for them to make a good and proper utterance in communication, especially for the student who wants to be a teacher. As a teacher, they have to teach politeness for their students and be a model as well.

In addition, having politeness knowledge is not enough for students, because to be able to convey a good sentence students must master and understand pragmatic competence too. Bialystok (in Kasper and Blum-Kulka, 1993:43) defines pragmatic competence as people’s ability to use and interpret of language in context. It contains speakers’ ability to use language in different purposes. It also contains hearers’ ability to understand what the real of speakers’ intention. So, it is important for students to be able to master of pragmatic competence because to be clever and fluent in speaking is not enough to make a good relationship.

In this research, the researcher takes several previous studies as a reference. The first previous study comes from Bella (2011) which focused on mitigation and politeness in Greek invitation refusals. This research aims to know similarities and differences between native and non-native speakers in

the selection of strategies and in the use of lexical mitigation when refusing a friends' invitation. To collect the data the researcher uses role-play and takes 60 participants who consist of 20 native speakers of Greek (9 males and 11 females) from Athens, and 40 non-native speakers (18 males and 22 females) from various L1 backgrounds (Albanian, Ukranian, Bulgarian, Polish, Arabic, Hebrew, and Turkish). The researcher gives them an instrument that shows the description of particular situation and then they have to answer spontaneously. This fact combined with the finding that both groups of non-native speakers displayed an underdeveloped pragmatic ability in relation to mitigation devices, such as lexical/phrasal downgrades highlight the need for pedagogical intervention which aims at providing learners with metapragmatic information and meaningful opportunities for interaction that may promote their pragmatic development.

The second previous study comes from Suketi (2014) who studied about interlanguage pragmatics of invitation by Indonesian EFL learners. This study aims to explore inviting strategies used by Indonesian students as non-native speakers of English. The data of the research were elicited through written Discourse Completion Tasks (DCT) which consist of nine situations in Indonesian language regarding social status and social distance. Their responses were analyzed, coded, and grouped based on semantic formulae. Politeness strategies were analyzed based on Brown-Levinson politeness system. The findings show that there are five inviting strategies (P, AW, I, W and H) incorporated by the students, adding three more strategies to which previously investigated by Suzuki (2009).

This research has two benefits, namely theoretical and practical. Theoretically, this research can give more knowledge about politeness strategies for the readers who are interested in a field of linguistics. Practically, this research is expected to give contribution or reference for other researchers and give constribution or reference for the teachers in teaching linguistics and the teachers can implement the result of this study for their students in speaking class.

2. RESEARCH METHOD

In this research, the researcher uses qualitative research. The object is politeness strategies in inviting utterances used by students of the first semester of English Department of Muhammadiyah University of Surakarta.

The researcher collects the data by using DCT (Discourse Completion Task). The DCT contains the script dialog that shows various scenarios. These scenarios indicate the social distance, power, situation, and setting. The procedures of conducting DCT are as follows: (1) making the scenario of DCT, (2) asking permission from the lecturer who teaches in speaking class, (3) giving DCT scenario for each student, (4) asking the students to give response toward the situation and condition if the students are in a situation like that, (5) reading utterances from the students' answer, and (6) coding the data based on the number of DCT, the number of the respondent, and the kind of strategy used. The researcher analyzes the data as follows: (1) analyzing invitation strategies by adopting strategies of Suketi (2014), (2) analyzing implementation of politeness strategies by using the theory of Brown and Levinson (1978, and (3) discussing the finding and drawing conclusion.

3. RESEARCH FINDINGS AND DISCUSSION

In this part the researcher discusses the finding of the research. The discussion consists of invitation strategies and politeness strategies used by English Department students.

3.1 Invitation Strategies

This research focuses on how the students use invitation strategies in making invitation. To collect the data of invitation the researcher uses DCT scenarios; the scenarios of DCT consist of nine questions in English language and each number has a different situation, setting, power, and social distance. Different from Suketi (2014); in her research she is using nine scenarios with the different power, social distance, and seriousness of the case; but in her scenarios she is using Indonesian language, because her subject is the students in Senior High School. The concept of DCT is also

used by Eshreteh (2013) and Trong (2012); in Eshreteh's research he is using five scenarios to collect the data from Palestinian society and as the result most of Palestinian uses direct invitation. Meanwhile, in Trong's research he is using three social variables: social distance, relative power, and threats to each other's negative face. As the results from data analysis is that Vietnamese invitations that are more diverse in terms of structural diversity and Vietnamese speakers are more direct in extending invitations in comparison to English ones. These results are very different from the current study which focuses on invitation strategies.

This research shows all of students use invitation strategies by adopting strategies of Suketi (2014). The fifth strategies used by the students are performative, asking for willingness, imperative, want, and hoping strategies. Meanwhile, there are some students use two strategies simultaneously in inviting; the combination of two strategies are asking for willingness plus hoping, asking for willingness plus imperative, hoping plus asking for willingness, imperative plus hoping, performative plus asking for willingness, performative plus hoping, want plus asking for willingness, want plus hoping, and want plus performative. From the research finding above, it can be seen that AW (asking for willingness) is mostly strategy used by the students in all scenarios of DCTs. It is very different from the finding of Suketi (2014); in her research the participant mostly used the strategy of P (performative) to inviting.

This research also found that based on familiarities and social distance; when the inviter is close and lower, the students mostly use the strategy of hoping; meanwhile, when the inviter is unfamiliar and higher, the students mostly use the strategy of imperative, and the remaining when the inviter close-higher, close-equal, familiar-higher, familiar-equal, familiar-lower, unfamiliar-equal, and unfamiliar-lower; the students mostly use the strategy of asking for willingness.

3.2 Politeness Strategies

Brown and Levinson (1978:68) divide four strategies that used to avoid face-threatening acts, namely; bald-on record, off record, negative politeness, and positive politeness. Bald-on record is used when the speaker estimates that the degree of FTA is very small. Off record is used when the speaker conveys his intention indirectly. Positive politeness is indicated by shortening the distance. It emphasizes closeness between speaker and hearer. Negative politeness is indicated by lengthening the distance. It emphasizes the hearers' right to freedom and can be seen as a deference strategy.

Based on the research finding above when the inviter close-higher, close-equal, and close-lower; the students use the strategy of positive politeness because this strategy indicates the closeness between speaker and hearer. Then, when the inviter familiar-higher and familiar-lower, unfamiliar-equal, and unfamiliar-lower; the students use the strategy of negative politeness because this strategy emphasizes the hearers' right to freedom. However, when the inviter familiar-equal; the students use the strategy of bald-on record because this strategy estimates the degree of FTA is very small. The last, when the inviter unfamiliar-higher; the students use the strategy of positive politeness because this strategy indicates the closeness between speaker and hearer. As the result NP (negative politeness) is the dominant strategy used by English students. This is in line with the previous study Eshreth (2013); the Americans are exclusively negatively polite to keep distance.

4. CONCLUSION

In this research, the researcher concludes that (1) the number of percentage of inappropriateness invitation strategies is higher than appropriateness invitation strategies and (2) the number of percentage of inappropriateness politeness strategies is higher than appropriateness politeness strategies. The students choose inappropriate invitation strategies because most

of them fail to understand the context of the DCTs in relation to power property of the speaker, relative age between speaker and hearer, and seriousness of the case. Most of the students usually use the strategy of asking for willingness, because the students want the definite answer from the hearer. The students choose inappropriate politeness strategies because most of them fail to understand the context of the DCTs in relation to power property of the speaker, relative age between speakers and hearers, and seriousness of the case. The most dominant strategy that is used by the students is negative politeness, because this strategy is indicated by lengthening the distance. It emphasizes the hearers' right to freedom and can be seen as a deference strategy. The students want to minimize their mistakes when he/she says his/her intention to the hearer.

English teacher and lecturer should give the material of pragmatic competence of politeness to their students. This material is important to broaden the students' understanding of politeness. So, the students can minimize the fault and misunderstanding in relation to communication and also the results of this research can be applied in speaking class which is closely related to pragmatic competence. So, the students are able to communicate properly and avoid face threatening act from hearer. The researcher hopes that the future researchers can conduct the research of other speech acts which are closely related to politeness, so it will broaden the knowledge and enrich understanding of politeness.

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