POLITENESS STRATEGIES OF DISAPPOINTMENT USED BY THE STUDENTS OF ENGLISH DEPARTMENT AT THE FIRST SEMESTER MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

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2017

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PUBLICATION ARTICLE

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POLITENESS STRATEGIES OF DISAPPOINTMENT USED BY STUDENTS OF ENGLISH DEPARTMENT AT THE FIRST SEMESTER OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

ABSTRAK

Fokus penelitian ini adalah expresi kekecewaan yang digunakan oleh mahasiswi semester satu Universitas Muhammadiyah Surakarta. Penelitian ini bertujuan untuk mendiskripsikan (1) strategi kesopanan dalam mengekspresikan kekecewaan, dan (2) bentuk kalimat ekspresi kekecewaan. Data yang digunakan dalam penelitian ini adalah kalimat-kalimat kekecewaan yang digunakan mahasiswa. Teknik mengumpul data adalah dengan menggunakan model DCT. Data-data tersebut dianalisis dengan menggunakan teori dari Brown and Levinsson (1987) untuk menganalisi strategi kesantunan dan menganalisi bentuk kalimat menggunakan teori dari Kreidler (1998) and Frank (1972).

Hasil penelitian menunjukan: (1) ada empat startegi kesopanan yang digunakan, *bald on record* sebanyak 28%, *off record* sebanyak 3%, kesantunan positif sebanyak 58%, dan kesantunan negatife sebanyak 10%. Sebanyak 38% mahasiwa yang mampu menggunakan strategi kesantunan dengaan tepat dan sebanyak 62% siswa tidak mampu menggunakan strategi kesantunan dengan tepat. Lebih dari setengah mahasiswa tidak mampu memilih strategi kesantunan dengan tepat sesuai jarak relative dan hubungan tingkah laku. Kebanyakan mereka menggunaka *bald on record* dengan pendengar yang tidak dikenal dan statusnya lebih tinggi serta dengan pendengar yng tidak akrab dengan sama sosial. (2) ada empat bentuk kalimat yang digunakan, deklaratif sebanyak 58%, menggunakan pertanyaan sebanyak 35%, kalimat perintah sebanyak 2% dan kalimat seruan sebanyak 5%.

Kata kunci: ekspresi kekecewaan, strategi kesantunan, bentuk kalimat

ABSTRACT

The focus of this research is the expression of the disappointment used by the first semester students at Muhammadiyah University of Surakarta. This study aims to describe (1) politeness strategies of disappointment expression, and (2) pragmalinguistic of disappointment expression**.** The data of this research are disappointment utterances used by the students. The technique of collecting data is

DCT model. Analyzing politeness strategies uses Brown and Levinsson (1987) theory and analyzing pragmalinguistic uses the theory of Kreidler (1998) and Frank (1972).

The results show that: (1) there are four politeness strategies that are used, 28% of bald on record, 3% of off record, 58% of positive politeness, and 10% of negative politeness. There are 38% of students can choose politeness strategies appropriately and 62% of students use politeness strategies inappropriately**.** More than half, students can not choose politeness strategies appropriately according to relative distance and behavior relationship. Most of them use bald on record to the unfamiliar hearer and higher position and also to the hearer who is unfamiliar and has equal position. (2) there are four pragmalingustic that are used, declarative about 58%, using interrogative about 35%, imperative about 2% and exclamatory about 5%.

Keywords: disappointment expression, politeness strategies, pragmalinguistic

1. INTRODUCTION

Intentionally or not most people will try to be polite in speaking. They hope what they said is polite enough to say. Grundy said that politeness is the term that people use to describe the extent to which actions, including the way things are said, match addresses perception of how they should be performed (in Bloomer, Griffth and Merrison 2005: 111). Utterance will be said politely if the speaker chooses the propoer politeness strategys. The choice of politeness stratgy is determined by the relative position between the speaker and the hearer. It can be caused by the power and distance. For example: (1) what a shame (2) Why don’t you tell me? (3) That is so disappointing (4) I wish I have more strength to do it. Those are some of disappointment expression but in different politeness levels.

Bachman (1990) said that grammatical competence and pragmatic competence are the components of language competence. Pragmatic competence consists of the knowledge that speaker-hearers use in order to engage in communication, including how speech acts are successfully

performed (Ellis, 1994, p. 719). It is important for the student so they can communicate properly.

Moreover, pragmatics is important in teaching speaking because speaking without pragmatic will ruin the social interaction. In additional, students of Department of English Education have speaking subjects in four semesters. Speaking in the first semester is about daily conversation, second semester focus on public speaking, third semester is debate and fourth semester is speaking education. Speaking subject is concidered to be difficult to learn for the first grade students. To master speaking skill, the students do not only need vocabulary and grammar but they have to know about the politeness stratgy.

The first semester student of Department of English Education tend to use language that popular, although that language is not proper to use. Sometimes students have no good manners so they speak right to the point. Maybe the utterance is correct in grammar but not in the politeness. For the first grade students, they do not realize what they said is proper or not. Sometimes students only use the familiar words and the sound is good when they are speaking. This case has happened at first grade in Department of English Education

There are many expressions that can be learned, one of them is disappointment. Disappointment is negative emotion so it must be delivered clearly and appropriately. Sometimes, hearer is difficult to distinguish disappointment and anger because those expressions have close meaning. Disappointment is wishing one thing but getting another (Oxford). Anger is powerful felling to displeasure (Oxford). It is quite important to express disappointment so that the hearer can understand what the speaker feels exactly. It is also helps the hearer to response correctly and no misunderstanding. For that reason, speakers have to express their disappointment clearly.

Based on the explanation above, it is significant for student to learn pragmatic competence. So they not only can speak fluently but have good manner and use proper language. For that reasons the researcher is interested to analyze politeness strategies that students Department of English Education at first semester use. The title of this research is "*Politeness Strategy of Disappointment Used by the Students of English Department at the First Semester Muhammadiyah University of Surakarta".*

2. RESEARCH METHOD

The type of this research is qualitative research. This research is conveyed to realization politeness strategies of disappointment expression and the pragmalinguistic form. The object in this research is disappointment expressions that are made by the first semester student of English department of Muhammadiyah University of Surakarta. The researcher uses DCT method to collecting data. To analyze the data the researcher does steps as following:

a. The researcher describes the politeness strategies of the disappointment expression that used by the first semester students of English department by referring to the theory of Brown and Levinson (1987). Then drawing conclusion.
b. The researcher filters the disappointment expression into pragmalinguistic form which can be classified declarative, interrogative, imperative and exclamation by referring to the theory of Kreidler (1998) and Frank (1972).

3. RESULT AND DISCUSSION

This section shows research finding and the discussion of the finding. It consists of politeness strategies and pragmalinguistic form of disappointment expressing used by the first students of English Department.

3.1. Politeness Strategies

The researcher shows the percentage of politeness strategies from all of DCT into the table below:

DCT	Politeness Strategy					Total	
	BO	OR	PP	NP	CPN	Appropriate	Inappropriate
1	24%	-	63%	10%	6%	24%	76%
2	14%	-	77%	14%	-	14%	86%
3	-	-	86%	14%	-	86%	14%
4	50%	-	40%	10%	-	50%	50%
5	9%	-	88%	3%	-	88%	12%
6	19%	-	58%	19%	4%	58%	42%
7	57%	13%	22%	4%	4%	4%	96%
8	44%	14%	32%	8%	-	8%	92%
9	38%	-	52%	8%	-	8%	92%

In DCT 1 and DCT 2, most of students use positive politeness strategy instead of bald on record. The student fail use politeness strategies because they do not understand politeness strategy, in this case students over polite. In DCT 7 and DCT 8 the students use bald on record instead of negative politeness. The student fail choose appropriate strategies because they do not understand about politeness strategy, in this case students impolite to the speaker. It is also happened in DCT 9, they choose positive politeness instead of negative politeness. Although positive politeness is still appropriate but the most appropriate is negative

politeness. They do not use appropriate strategies according to relative distance and behavior of the speaker to the speaker.

In other side, only DCT 3, DCT 4, DCT 5 and DCT 6 use appropriate strategy. In DCT 3 the student is correct to choose positive politeness as strategy. The reason, the speaker has less power than the hearer although their relation is closed. Then DCT 4, the student is correct to choose bald on record as strategy. Although the relation is not too closed but the speaker's position is higher than the hearer. Then DCT 5 and DCT 6, the student is correct to choose positive politeness as strategy. The reason, the speaker has less power than the hearer and their relation is not too closed. So it is appropriate if the speaker uses positive politeness.

Based on the research finding close-higher, close-equal, close-lower, familiar-lower and unfamiliar-lower, the students use positive politeness. It indicates the closeness between the speaker and the hearer. The speaker who is familiar-higher, unfamiliar-higher, unfamiliar-equal the students use bald on record. This strategy estimates the degree of FTA is very small. The speaker who is familiar-equal use negative politeness strategy because this stratgy emphasize the hearer's rightto freedom. As the result positive politeness is the most strategy that used by the students.

3.2. Pragmalinguistic Form

The researcher shows the percentage of politeness strategies from all of DCT into the table below:

Form / DCT	Declarative	Interrogative	Imperative	Exclamatory
1	9.49%	4.75%		
2	1.42%	4.27%		0.95%

3	4.27%	3.32%		
4	6.16%	2.37%	0.47%	0.47%
5	3.79%	11.38%		
6	11.38%	0.47%		0.47%
7	6.16%	2.84%	0.47%	0.47%
8	6.16%	5.21%	0.47%	0.95%
9	9%	0.95%	0.47%	1.42%

Sentence types based on the form are declarative, interrogative, imperativie and exclamatory. Declarative if telling something. Interrogative ends with a question mark in writing. Imperative, if the sentence ast the hearer do something. Exclamatory if begin with how or what and end with exclamatory mark. Based on the research DCT 1, DCT 3, DCT 4, DCT 6, DCT 7, DCT 8 and DCT 9 the students mostly use declarative because the speakers are telling their felling. Then DCT 2 and DCT 5 the students mostly use interrogative because the speakers are asking the hearers' respon. As the result declarative is the most pragmalinguistic form that used by the students.

4. CONCLUSION

There are four strategies that students used in expressing disappointment. The highest to the lowest precentage is positive politeness, negative politeness, bald on record and off record. in this research the strategy mostly appears is positive politeness. It can be seen in DCT 1, DCT 2, DCT 3, DCT 6, DCT 9. It means the students have closeness with the hearer. Meanwhile, negative politeness strategy mostly appears in DCT 5. It means the students want to maintain with the hearer. Then bald on record strategy mostly appears in DCT 4, DCT 7, and DCT 8. It means the students want to be closed with the hearer.

There are four forms that students used in expressing disappointment. The highest to the lowest precentage is declarative, interrogative, bald on record and of record. In this research the form mostly appears is Declarative. It can be seen in DCT 1, DCT 3, DCT 4, DCT 6, DCT 7, DCT 8 and DCT 9. There are many reasons why the students use declarative form instead the others. One of them is to express their disappointment clearly but still have some respect. Another form that mostly appears is interrogative. Interrogative has highest percentage at DCT 5. Students use interrogative perhaps to keep their relationship with the hearer in closeness and still have honor sense.

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