

# The Level of Politeness in Indonesian Speech Act for Madrasah Aliyah Students in Multi-Ethnic Context

Zikra Utari<sup>1,\*</sup>, Ngusman Abdul Manaf<sup>1</sup>, Amril Amir<sup>1</sup>

<sup>1</sup>Indonesian Department, FBS Universitas Negeri Padang, Padang, Sumatra Barat 25131, Indonesia

\*Corresponding author. Email: [zikrautari616@gmail.com](mailto:zikrautari616@gmail.com)

## ABSTRACT

Polite language that applies in certain societies, but does not apply or is not suitable for other communities. The purpose of this study was to formulate a view on the level of courtesy of directive instructed speech acts by using certain speech strategies for Madrasah Aliyah students of their respective ethnicities in Padang City. This research will be conducted by distributing questionnaires online using the Google Form application. First rank is given to the formulation of suggestions. Second place to question preparation. The third rank for fenced performative, strong cues and subtle cues. Ranked fourth in the statement of desire. Ranked fifth to the statement of necessity. Sixth rank for explicit performative. The last rating for sentences with imperative mode. The three ethnic groups both chose the formulation of suggestions is the most polite speech and sentences in the imperative mode are the least polite speech.

**Keywords:** *speech acts, directive, speech strategy, multiethnic*

## 1. INTRODUCTION

Various things need to be considered in language. One of them is the strategy of language politeness in speech acts. In fact, language politeness is applicable in certain societies, but does not apply or is not suitable for other societies. This is due to the cultural differences adopted by each ethnic group in a country, including Indonesia [1]. The use of inappropriate language politeness strategies in speech acts results in broken communication which often results in quarrels between individuals, between groups, even between ethnic groups so that it can lead to social unrest, even the disintegration of the nation. Therefore, the formulation of politeness theory (including politeness in Indonesian) which takes into account the socio-cultural values of various ethnic speakers is very necessary to build conditions of mutual understanding and mutual respect in communication. Madrasah Aliyah students are a group of young people who are educated with learning approaches and methods based on religious (Islamic) values and are responsive to the prevailing values and developing around them, it is necessary to describe and explain their language

characteristics. Directive speech acts are speech acts that threaten the "face" (self-image of the doer) so that many researchers are called to teach it [2].

People who have done research politeness multiethnic learner is Ali (2011) [3], Masfufah (2012) [4], Ardhiarta (2013) [5], Afriansyah (2016) [6], Arta (2016) [7], Noor dan Prayitno (2016) [8], Abdurrahman (2017) [9], Musyawir (2017) [10], Nurjanah (2017) [11], Sahlullah (2017) [12], Alika (2011) [13], Kurniadi, Hilaliyah (2018) [14], Cahyaningrum (2011) [15], Febriadina (2017) [16], Jamaluddin (2018) [17], Widiadnya, Seken, Santosa (2018) [18], Lindayana, Arifuddin, Mandala (2018) [19], Cahyaningrum, Andayani dan Setiawan (2018) [20], Abdurrahman dan Manaf (2018) [21].

Ali (2011) conducted research *strategy in the Classroom Discourse Asking in Madrasah Aliyah Alkhairaat Palu*. The results of this study show that teachers and students tend to use direct strategies and indirect strategies in teaching and learning in the class [3]. Abdurrahman (2017) did researched *Politeness Imperative in Interactions Putra in Madrasah Aliyah Pupils of class X Mu'allimin Muhammadiyah Yogyakarta*. Results of

research is the politeness imperative interaction son Madrasah Aliyah students of Class X was typical [9]. Widiadnya, Seken, and Santosa (2018) found that communications were polite between teachers and students make the learning process efficient, between teachers and students mutual respect, cooperation between teachers and students well, there is no compulsion in the learning process [18]. Lindayana, Arifuddin, Mandala (2018) conducted a study where the results of the research were in the learning process, tended to use the strategy of politeness to speak frankly or directly with certain pleasantries [19]. Cahyaningrum, Andayani and Setiawan (2018) found Surakarta students used a strategy tells different in me response to an act of speech are the same [20]. Abdurrahman and Manaf (2018) found that teachers often use negative politeness in the form of minimizing coercion and providing alternative choices when asking students in the teaching and learning process in class so that students are comfortable in discussing [21].

Based on tracing the results of previous research that are relevant to this research until 2018 above, there has been no research result in the form of a formulation of the level of courtesy of directive speech acts, especially ordering in Indonesian to multi-ethnic Madrasah Aliyah students who live in Padang. Padang was chosen as the research location because the city of Padang is the capital of West Sumatra Province which is inhabited by people of various ethnicities in Indonesia. The focus of this research is to explain the students' views on the politeness of the Indonesian directive speech acts based on the scale of non-continuity (according to Blum-Kulka, 1987) in a multiethnic context.

The purpose of this study was to formulate a view on the level of courtesy of directive instructed speech acts by using certain speech strategies for Madrasah Aliyah students of their respective ethnicities in Padang City. The nine speech strategies put forward by Blum-Kulka are sentences with imperative, explicit performative, statements of necessity, statements of desire, formulation of suggestions, preparation of statements,

strong signals, subtle cues. This story strategy will be used to instruct people who are older or of a higher position but are not familiar with the questioner.

## **2. METHOD**

This research will be conducted by distributing questionnaires online using the Google Form application to 60 Madrasah Aliyah students in the city of Padang who come from various different ethnicities. After that, the number of ethnicities obtained in this study will be calculated. Calculate the percentage of politeness answered by the student in accordance with the questions the researcher asked. After getting the results of the questionnaire in percentage form. These results will be classified and then interpreted and then conclusions.

## **3. RESULT AND DISCUSSION**

This section will describe the research findings and discuss the results regarding ethnicity obtained in distributing questionnaires. A questionnaire containing nine questions made according to the speaking strategy according to Blum-Kulka, namely sentences with imperative mode, explicit performative, statements of necessity, statements of desire, formulation of suggestions, preparation of statements, strong signals, subtle cues. This strategy will be used in telling speech acts to older people but not familiar with the person asking.

The questionnaire distributed to 60 students of Madrasah Aliyah in Padang City consisted of several ethnicities, namely Aceh, Malay, Minang. There are 16 ethnic Acehnese who are students aged 16 to 18 years. There are 15 ethnic Malay people who are students aged 15-18 years. There are 29 ethnic Minangkabau people who are students aged 16-18 years. All respondents answered the questions raised by the researcher according to their respective ethnicities. The questions posed are as follows;

**Table 1** Speech Telling Older but Unfamiliar People

No	SPEECH STRATEGY	UTTERANCES
1	Imperative Sentences	Move this table!
2	Explicit Performance	I have this table moved!
3	Performative Fenced	Actually I want to ask this table to be moved!
4	Requirement Questions	This table must be moved!
5	Wish Questions	I want this table moved!
6	Formulation of Suggestions	What if this table is moved?
7	Preparation Questions	Can this table be moved?
8	Strong Cue	This room is so cramped because there is this table.
9	Subtle Cues	This room looks cramped.

The above speech will be assessed by students according to their level of politeness. Starting from which speech is considered polite to the most polite act. Students will assess the speech by giving a score. A score of 5 is given to speech which is considered very polite. A score of 4 will be given to speech that

is considered polite. A score of 3 will be given to speech that is considered polite enough. A score of 2 will be given to speech that is considered impolite. A score of 1 will be given for speech that is considered very rude. The speech assessed by the Madrasah Aliyah students got the results shown in the table below;

**Table 2** Total Average and Overall Ranking of Speeches Strategy

RESULTS	SPEECH STRATEGY								
	KMI	PE	PB	PKH	PKI	RS	PP	IK	IH
TOTAL	79	112	171	128	149	252	228	168	168
AVERAGE	1,31	1,86	2,85	2,13	2,48	4,2	3,8	2,8	2,8
RANK	7	6	3	5	4	1	2	3	3

The table describes the scores of all respondents in assessing the utterances listed in the questionnaire. The narrated strategy column contains abbreviations that refer to the nine spoken strategies according to Blum-Kulka. KMI refers to sentences with imperative mode. PE refers to explicit performatives. PB refers to a fenced performative. PKH refers to a statement of necessity. PKI refers to a statement of desire. RS refers to the formulation of suggestions. PP refers to the preparation of questions. IK refers to strong cues. IH refers to subtle gestures. The table describes the total score obtained for each speech act. The total score is divided by the number of respondents who produce an average score for each speech. The average result becomes the reference for

ranking from polite speech to very disrespectful speech. Ranks are given according to the average obtained, if there are speeches that get the same score, they will get the same ranking.

As seen in the table, the speech formulation of suggestions received the highest score. His speech was “What if this table is moved?”. All respondents chose this speech as the most polite speech compared to other speeches. Furthermore, the speech that uses the question preparation strategy becomes the second polite speech compared to other speeches. Speeches that use fenced performative strategies, strong cues and subtle cues are ranked third among all speeches. Followed by utterances using a statement of wish strategy, statements of necessity and explicit

performatif were ranked fourth, fifth, sixth. Speech

using imperative sentence strategy.

Furthermore, the ranking of the three ethnic groups will be described in assessing each speech. These results will be described in the table below:

**Table 3** Total, Average and Rank of Each Ethnic

ETHNICITY	RESULTS	SPEECH STRATEGY								
		KMI	PE	PB	PKH	PKI	RS	PP	IK	IH
ACEH	TOTAL	20	30	52	41	45	66	62	45	41
	AVERAGE	1.25	1.87	3.25	2.56	2.81	4.12	3.87	2.81	2.56
	RANK	7	6	3	5	4	1	2	4	5
MELAYU	TOTAL	19	26	39	31	35	65	57	43	45
	AVERAGE	1.26	1.73	2.6	2.06	2.33	4.33	3.8	2.86	3
	RANK	9	8	5	7	6	1	2	4	3
MINANGKABAU	TOTAL	40	56	80	56	69	121	109	80	82
	AVERAGE	1.37	1.93	2.75	1.93	2.37	4.17	3.75	2.75	2.82
	RANK	7	6	4	6	5	1	2	4	3

The table describes the number of scores that students have given to each speech. The number is divided by the number of students who filled out the questionnaire. After the average is obtained, the rank of each speech can be determined. Each ethnic has their own views in assessing the existing speech.

The ranking of each ethnicity will be explained in detail. Starting from the Acehnese ethnicity. Students who come from Acehnese ethnicity rated that the utterance that ranked the highest was the suggestion formula which had an average of 4.12. The strategy for formulating suggestions is a strategy used in the form of questions. The second rank is given to the speech that uses the question preparation strategy. Performative fenced gets third place. The fourth rank is utterances that use a wish statement strategy. Students from Acehnese ethnicity ranked fifth in utterances that used statements of necessity and subtle gestures. The sixth rating is given to the explicit performative strategy. The sentence with the imperative mode gets the seventh or last rank. So, according to students who come from Acehnese ethnicity, the formulation of suggestions is the most polite speech and sentences with imperative mode are the least polite speech compared to other speeches.

Furthermore, students who come from ethnic Malays. The highest ranking is given to speech that uses the formula strategy. Second place is given to the speech that uses the question preparation strategy. Subtle cues are given the third rating. Strong gesture is given a fourth rating. Speeches that use the must-statement

strategy are ranked fifth. Furthermore, the statement of desire got the sixth rank. The seventh and eighth ranks are given to utterances that use explicit must-statement and performative strategies. Sentences with imperative mode get the last rank according to students who come from ethnic Malay. So, according to students who come from ethnic Malay, the formulation of suggestions is the most polite speech and sentences with imperative mode are the least polite speech compared to other speeches.

Lastly, the ranking given by students who come from the Minangkabau ethnicity. Students also rank first or highest in speech that uses the suggestion formulation strategy. Speeches that used the question preparation strategy received the second highest ranking compared to other speeches. Subtle gestures are ranked third. Strong gesture earned its fourth rank. The fifth rating is given to the statement of desire. Ranked sixth statement of necessity. The seventh or final rank is given to utterances that use the imperative sentence strategy. So, according to students who came from the Minangkabau ethnicity, the formulation of suggestions was the most polite speech and sentences in imperative mode were the least polite speech compared to other speeches.

The three ethnic groups both chose the strategy of formulating suggestions to be the most polite speech. The formulation of suggestions is a strategy for telling speech acts in the form of questions so that the speech partner is not offended by the instructions. The sentence with the imperative mode is the strategy

that gets the lowest ranking by the three ethnic groups. Imperative sentences are a strategy that directly uses a command sentence to get people to do something.

#### 4. CONCLUSION

The imperative sentence with a score of .31. The explicit performative gets a score of 1.86. Fenced performers, strong cues and subtle cues score 2.8. The statement of necessity gets a score of 2.13. Expressions of desire get a score of 2.48. The strategy for formulating suggestions got a score of 4.2. The preparation for the questions got a score of 3.8. First rank is given to the formulation of suggestions. Second place to question preparation. The third rank for fenced performative, strong cues and subtle cues. Ranked fourth in the statement of desire. Ranked fifth to the statement of necessity. Sixth rank for explicit performative. The last rating for sentences with imperative mode. Overall, the speech that is considered the most polite by Madrasah Aliyah students is the strategy of formulating suggestions. The formulation of suggestions is a strategy for telling speech acts in the form of questions so that the speech partner is not offended by the instructions. The least polite speech is the one that uses the imperative sentence strategy. The sentence in the imperative mode is the most direct speech act strategy of all the strategies according to Blum-Kulka.

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