SPEECH ACT POLITENESS IN ASKING AND ANSWERING QUESTIONS IN DISCUSSION OF STUDENTS AT MADRASAH TSANAWIYAH NEGERI

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Abstract

This research was encouraged by the lack of an explanation about the language politeness of Madrasah Tsanawiyah Negeri (MTsN) students in Bariang Rao-rao. This study was aimed to describe the form and strategy of politeness in speech acts in asking and answering questions in classroom discussions. The data collection method was a referral method, with advanced techniques, namely simak bebas libat cakap technique, recording technique, and note-taking technique. Data were analyzed by using the following steps: data reduction, data presentation, conclusion drawing, and re-checking. The results of the study showed that the speech acts in the form of asking question that frequently used were speech acts in the form of questions that asked for information about something or someone grouped according to 5W + 1H using negative politeness strategy in the context of a quiet speech situation, sensitive topics, and speaker with speech partners had similar age. Furthermore, answering speech acts that tend to be used were speech acts answering in the form of answers in providing information about something or someone grouped according to 5W + 1H using a positive politeness strategy in the context of quite speech situation, the topic was not sensitive, speaker and speech partners were the same age.

Keywords: Politeness Strategy, Speech Act Strategy, Speech Acts in Asking and Answering Questions

Introduction

Language provides as a tool for exchanging ideas, experiences, and facilitating interactions, as well as communication between groups with other groups (Masjedi & Paramasivam, 2018). Language reflects the context in which it is used (Malekian, 2016). A lot of research has been done on languages, especially language politeness, such as in China (Lee, 2011), Malaysia (Masjedi & Paramasivan, 2018), in Pakistan (Hassan, Farooq, Akhtar, 2017), in Sweden (Krulatz, 2015), in Turkey (Alavi, 2013) which states that politeness is very important in everyone's life because they believe that the implementation of politeness can reflect the culture of a society. Language politeness is a form of politeness and nicety in using language when someone communicates, both oral and written. The language used is concerned about adab, orderly, manners and contains high values of respect.

Politeness is a fundamental thing for humans in establishing a good relationship (Malekian, 2016). In addition, politeness is also a universal phenomenon, it means that politeness norms apply in the use of any language in the world. Humans in communicating politely have common ground because they have power of thought and taste which is represented in communication (Krulatz, 2015). However, related to the speaker culture, politeness is also a cultural phenomenon that shows the difference between one nation and another. This was evidenced in various state studies conducted in Turkey (Altan, 2015), Indies (Singh, Kumar, Atreya, 2014), Iran (Monsefi, Hadidi, 2015), in Korea (Song, 2014) which states that politeness is bound by cultural norms that cover speakers and followers in communicating.

In Indonesian language and culture community, the length of the speech used in conveying the meanings of the speakers' politeness can be clearly identified (Halid, 2017). Altan (2015) argues that there is a kind of unwritten provision that when conveying his intentions in speaking activities, people are not allowed to directly express their intentions. People who are always direct in conveying their intentions will be considered as people who are not polite in speaking. Language politeness in formal and non-formal

environments is very important to implement because everything comes from speech. One form of formal communication is in schools (Monsefi & Hadidi, 2015).

Schools have an important role in creating and forming students language politeness (Cahyaningruma, Andayani, Setiawan, 2018). Students who speak ill-mannered language will result in the next generation, namely a generation that is rude, lacks of ethical values, and has no character (Altan, 2015). Efforts in realizing the use of the principle of politeness in the school environment can be through learning activities in school (Lee, 2011). The form of learning activities that can be applied to form interactions is discussion activities (Halid, 2017). Halid (2017) also adds that discussion activities can be an effort to improve students' speaking skills through the disclosure of ideas and opinions about a problem that is the subject of discussion. Students language politeness will be seen in the process of communication with other students or the teacher.

Nowadays, in the teaching and learning process in schools, there are many students who no longer pay attention to politeness in language. It has been proven by Efffendi (2014), Pariera (2006), Purandina, Seken, Budasi (2014), Monsefi & Hadidi (2015), Bacha (2012), Farooq, Akhtar, Parven (2017) which states that students impoliteness speech act happens in school is caused by various factors, such as: cultural differences, bad community environment, bad teachers behavior towards students, intellectual differences, differences in social status, and so on. This also often happens in class discussions.

One of the studies on language politeness that has been done in Turkey by Sulu (2015) explained that politeness in the teaching and learning process in the classroom can help students to have positive feelings towards learning and they can be motivated to participate more in class discussions. Therefore, in the discussion activities there is a need for ways and use of polite language to establish good communication between speakers and listeners (Cahyanigrum, Andayani, Setiawan, 2018).

This research is understood by pragmatic theory, especially the politeness theory of language. The language politeness theory used to understand the problem of this research is politeness theory according to Brown and Levinson (1978). This theory is considered more appropriate because it can explain the strategies of speakers in choosing certain types of politeness for their speech. According to the politeness theory that Brown and Levinson put forward, speech acts can threaten the face. Face that refers to self-image must be protected so as not to fall or be polluted. Tools that can be used to protect the face from threats are politeness. The politeness used to protect positive faces is called positive politeness. Conversely, politeness that is used to protect negative faces is called negative politeness.

Method

This type of research was qualitative by using descriptive methods. This research was conducted in the Madrasah Tsanawiyah Negeri (MTsN) which is located at Jalan Raya Koto Baru, Muara Labuh, South Solok Regency. The data of this study were all speech acts of asking questions and answering in the discussion activities of the second year students of MTSN Bariang Rao-rao, South Solok Regency. Research data from observations in the form of speech transcripts consists of asking questions and answer in student discussions process. The source of the data in this study was the speech act between students-teachers, and students-students. In this study, researchers were the main instrument because researchers determined data sources and record them. The data collection method is a referral method, with advanced techniques, namely simak bebas libat cakap technique, recording technique, and note-taking technique. Recording was done by using the Blackberry 9220 type and Samsung J1 Ace. Data were analyzed by using the following steps: data reduction, data presentation, conclusion drawing, and re-checking.

Results and Discussion

The findings of this study contained: speech acts and politeleness strategies in the discussion of second year students at MTsN Bariang Rao-rao. The fragment of speech acts in the form of asking questions and answering in students discussions was taken from the complete data of students' speech acts when conducting discussions in class VIII, which is at least one meeting for each classroom. There were two classes as sample, namely class VIII.1 and VIII.2. The data was taken when students carried out discussions in the learning process in two subjects, namely Indonesian and Social Studies. This research was conducted from 20 April 2016 to September 2018. After obtaining data in the form of speech asking and answering students in the discussion, the speech was transcribed in the form of sentences. After that, the data was identified and classified based on the form of speech acts asking and answering, politeness strategies of speech acts, and the context of speech acts.

Asking Questions and Answers in Students Discussion

The findings of this study contained: speech acts and politeleness strategies in the discussion of second year students at MTsN Bariang Rao-rao. The number of students speech acts in the form of asking questions

and answering in the discussion process identified from the 6 second speech events of VIII grade at MTsN Bariang Rao-rao was 298 speeches. In accordance with the reference theory and classification of the question speech forms presented in the literature review, there are two forms of asking questions speech acts. They are asking for answers "yes / no " and questions in the form of asking for information about something or someone grouped that classified into 5W + 1H. Based on the two forms of asking speech acts in the student discussion identified 106 of the 298 speeches.

Based on the number of findings, it was found that in speech acts, asking in the form of questions asking for answers to information about something or someone grouped according to 5W + 1H was dominant used by students in the process of discussion. This tendency is caused by the role of speech acts that have a function that is suitable to provoke the interest of the discussion participants in asking or giving opinions so that the atmosphere of the discussion becomes more active and lively. The speech acts are also used to explore the knowledge possessed by students so that the teacher can see which students are smart and which are not, which students are diligent in studying and which are not. Furthermore, the question that requires the answer "yes / no " is rarely used in the form of asking speech acts in the discussion. This form of speech acts was found with total number 25 of the 298 speeches. For more details, it can be seen in the following example.

Moderator: Does anyone want to ask another question?

Speech (1) shows that the presenter asks participants about their satisfaction toward the answers given by the presenter. The speech was marked by the modality of using the "does" question. The speech serves to attract speech partners to ask questions about the topics discussed during the discussion. Indirectly the sentence intends to ask the speech partner to actively ask questions in the discussion process. The speech was based on the teacher's speech in the previous speech. The context in the speech act is a calm atmosphere, insensitive topics, and speakers with speech partners are similar age. The form of asking for information about something or someone grouped according to 5W + 1H is found as many as 81 of 298 speeches. This finding reveals that the form of asking speech act to be realized in various forms, such as indirect speech, use of personal pronouns or greeting words, and selection of modalities. For more details can be seen in the following example.

Discussion participants: What is the cause of the high poverty rate in Indonesia?

The context of speech (2) is the atmosphere of calm, insensitive topics, and speakers with speech partners have same age. The speech serves to ask (interrogative) the cause of the high poverty rate in Indonesia to the presenter group. Speech (2) is marked by the modality of the word "what" which functions to ask about what happened in an event or factors that caused an event to occur, so that the speech became more polite.

Furthermore, in accordance with the reference theory and classification of speech speech acts in the form of answering questions, there are two forms of answering questions, namely "yes / no" answers and answers to provide information about something or someone grouped by element 5W + 1H (what, who, when, where, why, and how). Based on these two forms of answering questions speech acts in the students discussion, the result of this research identified 192 of the 298 speeches of aswering questions .

Meanwhile, in the speech act, answering in the discussion of eighth grade students at MTsN Bariang Rao-rao is more dominant in using speech acts answering in the form of answers to provide information about something or someone grouped according to 5W + 1H. This happens because it is in accordance with the speech act function itself which is to present information that is orally organized in a systematic way to show the existence of relationships with one another. Submission of well-planned information presented in the right order is the main characteristic of the speech act. Providing answers regarding information about a topic discussed in learning is a very important aspect of discussion activities between the teacher and students, as well as between students themselves. The form of speech acts answering questions that is rarely used, namely speech acts answer in the form of "yes / no /" answers.

Speech acts answered in the form of "yes / no" answers were found as many as 35 of the 298 speeches. Speech acts in this form is aimed to explain, describe something or thing clearly. Further explanation can be seen in the following example.

Participants in the discussion : Yes, I do.

Speech (3) this is the answer to the previous moderator's remarks. The expression of giving approval is giving a softening effect on illocutionary power so that speech feels polite. The context used in the speech is a calm atmosphere, insensitive topics, speakers and speech partners are the same age.

The form of speech acts answered in students' discussion in the form of giving information about something or someone grouped according to 5W + 1H were found as many as 157 of 298 speeches. Further explanation can be seen in the following example.

> KP : Well, I will answer the questions from group one. The answer is because in Indonesia it often happens that someone works not in accordance with his expertise, so he cannot work effectively and efficiently.

Speech (4) it is the answer to the previous question given by the discussion participants. The context used in the speech act is a calm atmosphere, sensitive topics, speakers and speech partners of the same age. The speech indirectly serves to express opinions about an information on the previous question. The use of the single first person pronoun "I" in utterance (4) makes speech feel polite and the social distance between speakers and speech partners becomes close.

Politeness Strategy of Student Speech Acts in Discussion Process

In accordance with the reference theory and classification strategies for politeness of speech acts in the form of asking and answering questions as stated in the literature review chapter, three politeness strategies are found. The politeness strategies are: (1) speaking with positive politeness, (2) speaking with negative politeness, and (3) vague speech. In this section it is explained how the strategy of speaking politely to students in the speech acts of asking and answering questions in discussions. For more details can be seen in the following details.

Speaking with Positive Politeness

A straightforward strategy with positive politeness is considered a fairly polite strategy. This strategy is directly addressed to the positive face of the speech partner, so that the speech partner feels comfortable in addressing speech. This strategy in the speech acts of asking and answering questions in the discussion of the eighth grade students at MTsN Bariang Rao-rao, there are 160 out of 298 speeches, namely 36 speeches for asking speech acts and 124 speeches for answering speech acts. This type of strategy is the type of strategy that is most widely used by students during class discussions. For more details can be seen in the following example.

> Does anbody want to ask?

The speech shows that speakers pay attention to the wishes of the speech partners. In this statement it can be seen that speakers pay attention to the wishes of the speech partners by providing opportunities for discussion participants to ask questions and give opinions. The context used in the speech is a calm atmosphere, insensitive topics, speakers and speech partners of the same age. The modality markers in the speech are the "does" question. The use of the question word gives a softening effect on illocutionary power so that speech becomes polite. Furthermore, positive politeness in speech acts can be seen in the following example.

> A person can be said to be unemployed because he does not work.

The context used in the speech is a calm atmosphere, an insensitive topic, speakers with speech partners of the same age. The speech was marked with a "because" modality that aims to provide a reason for a question. This is commonly used in learning to answer questions about a topic of discussion with the aim of exploring the knowledge possessed by students. The use of this modality also makes the speech more polite.

Speaking with Negative Politeness

A polite speech with negative politeness is considered a polite strategy. This strategy is also the basis of the behavior of mutual respect between speakers and speech partners, so as to create politeness in speech. This strategy in speech acts of asking and answering questions in the discussion of the eighth grade students at MTsN Bariang Rao-rao, as many as 74 out of 298 utterances, 65 speeches for asking speech acts and 9 utterances for answering. For more details, see the following description.

> Excuse me moderators, why do you enter "Be careful there is a road repair" into the slogan?

The context used in the speech is a calm atmosphere, sensitive topics, speakers and speech partners of the same age. In the speech there is an expression of permission "excuse me" to pay respect to the speech partner so that speech feels more polite and reduces the level of threatening the face of the speaker. In addition, the use of your second person pronoun also reduces illocutionary power so that speech becomes more polite. Furthermore, polite speaking strategies with negative politeness in speech acts can be seen in the following example.

Okay, thank you. If that's your opinion, I understand it.

The speech is aimed to minimize intimidation to speech partners so that the speech partner feels not tarnished by his face or pride. This is indicated by the use of the phrase "I understand". The use of the expression "thank you" and pronouns "You" and "I" provide a softening of illocutionary power so that speech becomes more polite.

Indefinite Speech Strategies

The politeness strategy tells indefinitely is considered the most polite strategy. The way of the speaker brings himself out of speech is by freeing the speech partner to interpret himself. This indefinite speech strategy is the least-spoken strategy found in the discussion of VIII grade students at MTSN Bariang Rao-rao. This strategy in the speech acts of asking and answering question in students discussions found as many as 64 out of 298 speeches, namely 5 speeches for asking speech acts and 59 speeches for answering. The following are some examples and discussion of strategies that speak indefinitely of students based on the sub-strategy.

In Group, Mom?

Speech acts (9) belong to incomplete speech acts that aim to make speech partners interpret freely the intentions of the speaker speech. The speech uses "Mom" greeting to express respect for speech partner. The speech provides a softening effect on illocutionary power so that speech feels polite and social distance between speakers and speech partners becomes closer. Then, the strategy of speaking indefinitely in the form of aswering speech act that can be seen in the following example.

Because it is not clear.

Speech (10) is marked by the "it" modality that can function to provide indirect instructions in speech. Indirectly, give instructions on something in question. The use of modality "it" makes the speech to be polite and social closeness between speakers and speech partners.

Another subject found in this study is that female students tend to often use language that signifies politeness than male students. The results of this study indicate that female students tend to be polite when communicating with teachers or with peers. This is because female students can use politeness strategies that are more appropriate than male students. This statement is in line with the opinions of Harooni and Pourdana (in Febriadina, Sumarwati, and Sumarlam, 2018: 75) that men use language as a tool to give and receive communication, while women use language as a tool for socializing themselves. Then, this also was reinforced by Febriadina, Sumarwati, and Sumarlam (2018: 75) which stated that the forms of speech performed by male students differed from those of female students. Men often use language that directly shows what their speech means when communicating, while women tend to hide the intent of the speech being spoken.

Conclusions

After analysis and discussion was done, it can be concluded in general that the speech act in the form of asking and answering questions in the discussion of the second year students at MTSN Bariang Rao-rao can be classified as quite polite. It was found that there are many forms of speech acts in the form of asking and answering questions using positive politeness strategy. In more details, it can be seen in the following specific conclusions.

First, the form of asking questions speech acts in the discussion of the eighth grade students at MTSN Barian Rao-rao, namely the form of questions that ask for "yes / no" answers and questions that ask for answers to information about something or someone that is grouped according to 5W + 1H, whereas for answering speech acts with 'yes / no' answers and answers to provide information about something or someone which is grouped according to 5W + 1H.

Secondly, the politeness strategy used in the discussion of eighth graders is to speak with positive politeness, speak with negative politeness, and indefinite speak. Third, asking speech acts that tend to be used are speech acts in the form of questions that ask for answers to inform about something or someone grouped according to 5W + 1H using negative politeness strategies in the context of a quiet situation, sensitive topics, speakers with speech partners of the same age. Furthermore, answering speech acts that tend to be used are speech acts answering in the form of answers providing information about something or someone grouped according to 5W + 1H using positive politeness strategies, in the context of the speech situation, the atmosphere is calm, the topic is not sensitive, speakers and speech partners are the same age.

Acknowledgments

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