

POLITENESS STRATEGY OF DIRECTIVE SPEECH ACT BY STUDENTS-LECTURERS OF FRENCH DEPARTMENT FBS UNY

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Abstract

This study aims to describe the use of politeness strategy in directive speech act used in the communication act by students-lecturers of French Language Education Department. Data collection was conducted using participatory observation technique and non-participatory observation that is data collection in the classroom and outside the classroom. The results showed (1) most directive speeches expressed by students were requestive speech acts; (2) three types of politeness strategies were used in doing the speech acts; baldly politeness strategy, positive politeness strategy and negative politeness strategy.

Key word: strategy, politeness, speech act, directive, sociopragmatic

Introduction

Students and lecturers are one of speech communities on campus. Morgan (2014:1) said that speech communities are groups that share values and attitudes about language use, varieties and practices. She said also that while we are born with the ability to learn language, we do so within cultures and societies that frames the process of learning how to talk to others. This framing once exclusively occurred as face-to-face interactions within communities of speakers (Morgan, 2014:1). Politeness is not something we are born with, but something we have to learn and be socialized into, and no generation has been short of teacher and handbooks on etiquette and “correct behavior” to help us acquire polite skill (Watts, 2003:9-10).

As the speech communities, the communication between students and lecturers was also using the variety of speech acts, such as constative speech act by expressing opinions, reporting, and describing; directives speech act by demanding, asking, and forbidding; commissive speech act by promising, offering something, or acknowledgment speech act by greeting, apologizing and refusing.

Many experts convey theories about politeness. Brown and Levinson said that regard politeness phenomena as „universal principles of human interaction“. Although the expression of politeness may, of course, differ from society to society and also between groups within society (Gumperz, in Brown and Levinson 1987: xiii). Avodo (2012: 116) in his dissertation at the University of Bergen stated that politeness is considered as a part of the way of life. Moreover, he stated that manners can also be considered as ritual practiced by all societies and as social norm. Meanwhile, Poedjosoedarmo (in Sarwoyo and Nesi: 2012: 149-151) stated seven principles of politeness. Poedjosoedarmo's opinion is based on the politeness theory (a) controlling emotions when talking (b) showing friendly attitude like saying „hello“, (c) choosing the right code that is understood by the speech partner, (d) choosing the right topic of conversation and in accordance with the conditions of speech, (e) express the purpose of communication clearly, (f) tell sentences with a pleasant tone and rhythm, and (g) pay attention to the norms applied in society. Furthermore, Brown and Levinson (1987: 56-60) divided politeness strategies into five types that is speech using FTA (Face Threatening Act) or face saving action consisting of (1) politeness without further ado (baldly), (2) positive politeness, (3) negative politeness, (4) politeness with indirect speech act (off record), and (5) not doing FTA.

Baldly politeness is a politeness statement that uses direct, clear, and unambiguous speech. This speech is usually carried out by speakers and speech partners who have known and been known each other and had a narrow social distance as talking with peers and family members. This type of politeness can be used in two ways those are speech that does not pay attention to face saving (threat minimizing does not occur) such as emergencies, action-oriented speech, and others (1987: 69).

Therefore, positive politeness is directed towards the positive face of the speech partner, a positive image considered by the speech partner. Positive politeness in the form of an approach that emphasized on the impressions of face of the speech partner, in certain cases, the speaker also has the same desire as the speech partner; that is by treating him as a group member, friend, someone whose desires and tastes are acknowledged and loved (Brown and Levinson, 1987:70). This positive politeness is commonly used to show closeness and good relations between speakers and speech opponents, for instance to reduce the disappointment of the speech partner. There are fifteen positive politeness strategies proposed by Brown and Levinson (1987: 101-129).

Brown and Levinson (1987:129) asserted limitation on negative politeness. According to him, negative politeness is the desire associated with the negative face of the opponents of speech, which is the desire for the speaker not to be violated by his rights. Negative politeness is significantly aimed to fulfill or save a portion of the opponent's negative face, known as the basic desire of the speech opponents to maintain his territory and belief. Thus, basically, negative politeness strategies contain guarantees from speech opponents that speakers acknowledge, respect and if forced to do, will be less likely to commit violations (negative face desires of speech opponents, and will not interfere or violate freedom of speech act of speech opponents). Negative politeness (referring to negative faces) is to indicate social distance between speakers and speech opponents. To reduce violations of the negative face of speech opponents, Brown and Levinson (1987:129-227) proposed ten politeness strategies.

Another politeness strategy that can be used in communicating is conducting speech act indirectly (off record). Linguistic realization of off record actions includes the use of metaphors and irony, rhetorical questions, simplification of problems, tautology, and all expressions expressed indirectly by speakers so that it opens up opportunities to be interpreted differently. Brown and Levinson (1987:211-227) offer fifteen strategies indirectly off record.

Ibrahim (1993:27-31) argued that directive speech act expresses the attitude of speakers to actions that will be carried out by speech partners. Directive speech act includes six sub-speech acts those are (1) requestive, (2) questions (asking), (3) requirements (governing, instructing), (4) prohibitive (prohibiting), (5) permissive (approving, permitting), and (6) advisories (advising).

Method

This study aimed to explain the politeness strategies used by students in directive speech act. The setting of this study was the act of communication carried out by students and lecturers in French Language Department UNY, such as in the lecture hall, in the lecturers' room and on the road of the campus. Data were collected by participatory observation techniques (Sudaryanto, 2015: 203) In this case, in this case, we are directly involved in making data that is participating in communication, and non-participatory observation (Sudaryanto, 2015: 204).

The data was analyzed by using the pragmatic equivalent method (Sudaryanto, 2015: 18) which determines the response of speech partners, and referential methods in which the determinant is in the context of speech. Testing the validity of the data is conducted with semantic validity based on the context of speech that Hymes and Gumperz (1989: 65) called as SPEAKING.

Results and Discussion

The results showed that most directive speeches expressed by students were requestive speech acts. Three types of politeness strategies were used in doing the speech acts; baldly politeness strategy, positive politeness strategy and negative politeness strategy.

Baldly Politeness

This politeness strategy is used by speakers to express something as they really are. In the act of communication in the classroom, this statement is used to state of emergency and the effectiveness of communication as in the following data.

- (1) Mahasiswa : *Pak jatuh!*
 Dosen : *Oh merci Hampir saja.*

Student : Sir, fall!
 Lecturer : Oh, merci ... Almost.

The speech took place in the classroom when the lecturer was preparing teaching equipment. When plugging the LCD cable, the lecturer accidentally elbowed the tablet on the right side of the laptop, and the tablet almost fell. Seeing that, spontaneously the student sitting in front of the lecturer said in a rather loud voice "*Pak !jatuh!*" "sir, fell down". The meaning was watch out, the tablet was almost falling. The students' speech is included in the speech act of advisories that warned the lecturer that the tablet on the right was almost falling.

Positive politeness

Based on the data found, not all potential politeness strategies are used in student communication speech acts to lecturers. Some examples of using this strategy are as follows.

- (2) Mahasiswa: *Sibuk ya Pak di UNY Press.*
 Bisa konsul sekarang apa nanti saja ?
 Dosen : *Sekarang saja ya. Nanti siang ada rapat..*
- Student : *Are you busy sir at UNY Press?*
 May I consult my thesis now? or later?
 Lecturer : *Right now. There will be a meeting later...*

The speech occurred in the lecturer room. At that time, the lecturer had just finished teaching and was typing using a laptop. Some paper scattered on the right and left side of the table. His face looked serious, and his mind focused on the laptop screen. Students who since in the morning have waited for the lecturer in the waiting room in front of the office came into to consult about his thesis. He asked the lecturers to allow (requestive) to consult. To be more polite, and so that the desire for consultation is granted, he used a positive politeness strategy with a way of „notice; attend to H” is a politeness strategy by paying attention to interests, desires, needs, or everything that belong to the opponent. In this case, the strategy used by students is paying attention to the interests and duties of the lecturer as chief at UNY Press.

The second positive politeness strategy is „exaggerate interest, approval, sympathy with H,” politeness strategies carried out by exaggerating the sense of interest, approval, support, and sympathy of the speech partners to the speech partners. The following speech occurred in the lecturer's room when students wanted to consult with the lecturer.

- (3) Mahasiswa : *Bonjour monsieur.... euh wah laptopnya baru ya monsieur.*
 Dosen : *Ah non. Ini laptop kantor.*
 Laptop saya lagi diservis. Ada apa...?
 Mahasiswa : *Mau konsul monsieur... kemaren kansudah janji....*
- Student : *Good morning ...Ah, is the laptop new, sir?*
 Lecturer : *Oh, No. This is an office laptop.*
 My laptop was serviced. What is wrong...?
 Student : *I want consult, Sir ... yesterday I made an*
 Appointment....

To maintain a politeness when a student wanted to ask the lecturer time to consult (requestive) about his thesis, he used positive politeness strategies by exaggerating his interest with a laptop that was actually being used by the lecturer. Actually, the laptop was not good, and did not look new.

The third politeness strategy is „use in-group identity markers ,that is politeness by using forms of speech partner group identity. In the following speech, a student offered a lunch package to a lecturer in the office of French Department. By using French-speaking utterances such as "*bonjour madame*" as a common identity of French speakers, he hoped that the lecturer would buy (order) the lunch as offered by student (requestive).

- (4) Mahasiswa : *Bonjour madame..... Madame, jadi pesen makan siang*
 kan? Menunya enak dan harganya murah lo madame.
 Pepes ayamnya juga murah.... Ada lele bakar juga madame
 Dosen : *Coba liat menunya....*
- Students : *Bonjour madame Madame, you will order for lunch, right?*
 The menu is delicious and cheap, madame. Chicken pepesis also
 cheap ... There is also grilled catfish.

Lecturer : I try to see the menu...

The fourth is a politeness strategy with the „seek agreement“, by finding an agreement with the speech partner. The following speech occurred in the classroom when the lecture began. There was the first lecture after a long holiday because of the Eid al-Adha holiday. A student asked permission to the lecturer to leave the class because there was a choir exercise. For the purpose of politeness, student used a strategy to repeat the lexicon or phrase of the sentence, “*Oui monsieur.... Libur panjang sekali*“, then followed by a request for permission to leave the class.

- (5) Dosen : *Bonjour à tous. Comment ça va ?*
 Mahasiswa : *ça va bien monsieur. Et vous..... ?*
 Dosen : *Il y avait 4 jours ya liburan kemarin. Qu'est-ce que vous avez fait ?*
 Mahasiswa : *Oui monsieur.... Libur panjang sekali. Tapi latihan paduan suara jalan terus. O ya monsieur, nanti boleh ijin ga ? kami ada latihan untuk persiapan lomba paduan suara.*

Lecturer : Good morning, All. How are you?
 Student : Fine, Sir, and You?
 Lecturer : We have 4 day vacation yesterday. What did you do?
 Student : *Oui monsieur ... Libur panjang sekali*, but choir training
 Keep going. *Oh sir*, can you permit us later? We have training for choir.

Fifth is a strategy of politeness by means of „assert or presuppose S's knowledge of and concern for H's wants“ which is presupposing or making perceptions that speakers understand the wishes of their speech partner. The following speech occurred in the classroom after the lecture ended.

- (6) Mahasiswa : *Monsieur kan suka coklat to ? kami punya coklat istimewa,*
 Dosen : *Coklat apa ? wah pake pita juga.*
 Mahasiswa : *Ini untuk dana lomba paduan suara Pak. Enak lo Pak.*

Student : Sir, you like chocolate, don't you?
 We have a special chocolate.
 Lecturer : What chocolate? Wow, using ribbon, too.
 Student : This is for the choir competition fund, Sir.
 It's delicious, Sir.

Students offered a chocolate, and hoped (requestive) that the lecturers would buy it. In order to be polite, he used the strategy as if he understood the lecturers' preference for chocolate with the hope that the lecturer would buy the chocolate.

The sixth politeness strategy is by offering or promising, by making offers and promises to speech partners.

- (7) Dosen : *Kok lama sekali baru konsultasi ?*
 Mahasiswa : *Ya Monsieur maaf baru mengumpulkan revisiannya. Semester kemaren saya bekerja di luar kota. Saya janji monsieur semester ini akan fokus ke skripsi. Tapi hari ini saya boleh konsultasi ya monsieur.*
 Lecturer : You have not consulted for a long time.
 Student : Yes, Si, sorry, I just collected the revision.
 Last semester I worked outside the city.
 I promise, Sir, this semester I will focus on the thesis. But Today may I consult Sir?

The statement above happened in the lecturer room. With the words "*Saya janji monsieur*" "I promise Sir ..." student who has not consulted their thesis for a long time asked (requestive) the lecturer to be allowed to consult.

The seventh politeness strategy is by being optimistic. The following speech occurred at the UNY Press office at the end of August. A student consulted about his thesis. He wanted an exam in September. However, at that time he had not taken the data and still improved the instrument.

- (8) *Mahasiswa* : *Monsieur... bisa tidak saya ujian bulan depan?*
Dosen : *Tergantung pada Anda. Kalau Anda bisa cepat menyelesaikan instrument penelitian dan softwarena mungkin bisa.*
Mahasiswa : *Saya pasti bisa monsieur. Saya akan kebut minggu ini. Tapi bimbingannya bisa dua kali seminggu tdk monsieur?*
- Student* : Sir ... can I have a thesis exam next month?
Lecturer : It depends on you. If you can be fast completing the research instrument and software,It can be.
Student :I can definitely, monsieur. I will be hurry this week. But the consultation can be twice a week,Sir?

With the phrase “*Saya pasti bisa monsieur*” I can definitely,monsieur”, student felt optimistic that they would be able to complete the data collection. By doing that way, he hoped (requestive) the lecturer would grant student requests.

Negative politeness

In addition to positive politeness, in directive speech act, students also apply negative politeness strategies. Negative politeness strategies are steps or ways that speakers do to reduce the impact of feeling displeased with the speech.

- (9) *Mahasiswa* : *Maaf monsieur... monsieur punya buku grammaire tidak ya ?*
Dosen : *Punya ! Lalu ?*
Mahasiswa : *Kalau monsieur tidak keberatan, saya mau pinjam monsieur....*
- Student* : Sorry,sir ... *monsieur*,do you have a grammar book?
Lecturer : Yes, I do! And then?
Student : If you don't mind, I want to borrow it, sir...

The speech occurred in the classroom after the lecture ended. A student approached to the lecturer who was preparing to leave the class. He intended to borrow a book from the lecturer. To make the intention smooth, he used the word "*Maaf monsieur..*" and "*Kalau monsieur tidak keberatan...*" With this speech, he expected to reduce the impact of the feeling of dislike of the lecturer on student requests.

The second negative politeness strategy is to use indirect speech to be conventionally indirect as in the following speech.

- (10) *Mahasiswa* : *Apakah hari ini Bapak ada waktu kosong?*
Dosen : *Ya setelah pukul 13 ya kalu mau konsultasi.*
- Student* : Do you have free timetoday, Sir?
Lecturer : Yes, after 1 pm,if you want to have a consultation.

Students met the lecturer in the lecturer’s room. He intended to consult about his thesis. He did not use direct speech, for example "*Bolehkansayakonsultasihariini ?*" "May I consult today ...?" But he used indirect speech by saying "*Apakah hari ini Bapak ada waktu kosong?*" "Do you have free time today, Sir?" as a form of politeness.

The third negative politeness strategy used in student-lecturer communication acts is using speech that is pessimistic (bepessimistic). The following speech occurred in the lecturer department room. A student was consulting about his thesis that cannot be completed because there werethe obstacles in the school in collecting data.

- (11) *Mahasiswa* : *Sepertinya saya tidak bisa ujian Agustus ya Pak !*
Dosen : *Lha kenapa?*
Mahasiswa : *Kata kepala sekolah, kelas dua ujian trus libur Pak.*
Kemarin Bapak juga masih meminta saya merevisi bab 3.
- Student* : It seems like I can't get the exam on August, Sir!
Lecturer : But, Why?
Student : The headmaster of high school said that the second gradegot an exam, and thenthey got a holiday, Sir.
 Yesterday, you also still asked me to revise Chapter 3.

With the words " *Sepertinya saya tidak bisa ujian Agustus ya Pak* "It seems like I can't get the exam on august, Sir!" The students showed their pessimism to the supervisor with the hope that the lecturers would provide ease (requestive) for the consultation.

The fourth negative politeness strategy is to use words of apology to speech partners. The following speech occurred in the lecture room. At that time, the lecture had begun. A student arrived late. After knocking the door, the student approached the lecturer.

- (12) *Mahasiswa* : *Pardon monsier... euhhh maaf Pak apa boleh masuk?*
Dosen : *Ya silakan duduk....*
- Student* : Excuse me sir, euhh, sorry, Sir, may I come in?
Lecturer : Yes, please sit down...

With sorry words "pardon monsieur ..." and repeated with the words " *maaf Pak ...*" students intended to bepermitted (requestive) to enter the classroom and attend the lecture.

Discussion

As explained in the previous section, although the expressions used were different, regarding speech acts politeness in various communities tend to have similarities. This research showed that there were most directive speeches expressed by students were requestive speech acts, whereas the types of politeness strategies used were (a) baldly politeness strategy, (b) positive politeness strategy (c) negative politeness strategy. It means that the students in the French department of FBS UNY used requestive utterance more than other utterances, because the requestives were more polite than directive. In the communication in the class or out the class, they used both baldly, positive or negative politeness.

Previous research also showed the same thing. The research conducted by Ana Kedveš (2012:431) on texts of summer school calls for application (CFAs) in thirty-three European countries showed that the speech acts majority using in the class was negative face, like suggestions, requests, orders and warnings, as well as those expressing boasting. Besides that, they used also politeness strategies and politeness strategies. This research also showed us that although the language expressions used were different, the strategy of politeness was used in communication in the class.

Meanwhile, AvodoAvodo(2012: vii) in his research in 5 school in Cameroon noticed that face work occupies an important place in the educational relationship. He also said that it is both part of the identity building process and the acting of the teacher. These conducts are influenced by the interactional environment, traditions and institutional constraints. Besides, they reveal the primacy of operative or educational efforts overface efforts.

The research about using the politeness in the class room was also conducted by Senowarsito in 2013. His research was in 11th graders of a state senior high school in Semarang. The results of his research showed that teacher and students used positive, negative, and bald on record strategies in the communication in the class. Meanwhile the choices of these strategy were influenced by their perception on social distance, the age, the setting of communication, power, and the limitation of knowledge about the expression of politeness strategy. Verbal expression using in politeness strategy were addressing, encouraging, thanking, apologizing, and leave-taking (Senowarsito in 2013: 82). Besides that, the choice of utilization of strategy was depend on the objective of the communication. The research of Carras (2016: 2) said that there were two types of language rituals that, there were the co-construction of the solution and the negotiation. This rituals their linguistic realization constitute indices of the tacit didactic contract between teacher and students

Conclusions

Based on the research finding and discussion as stated in the previous section, it can be concluded as follows.

1. Politeness is a way of communicating using both language and non-language aspects in accordance with the context and situation of speech. It is not inner but it must be studied. Although expressions are used in different languages, but basically it is universal.
2. In this research we have described a various politeness strategies used by students in communicating with lecturers, but this study has not revealed the politeness strategy used by lecturers in communicating with students. In addition, this study has not yet revealed comprehensively the expressions of politeness strategies used by students, as well as the reasons students use these strategies.
3. Therefore, we recommend the further research related to the above, so that the theory of the politeness strategy research on student-lecturer communication is more comprehensive.

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