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## **Students' Expressive Politeness in The Interaction of Bahasa Indonesia Learning Process at MAN Kota Surakarta**

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### ***ABSTRACT***

The research is aimed at studying about students' expression politeness speech act function in the interaction of learning process of Bahasa Indonesia at MAN Kota Surakarta. This research is based on pragmatics approach using critical discourse analysis. The data is collected by recording teaching learning process in the classroom by interviewing the key sources and by analyzing other data artefacts. The result of the research can be concluded as follows: (1) students' expressive speech act function in the interaction of learning process of Bahasa Indonesia Subject at MAN 1 Surakarta consists of: (a) thanking, (b) congratulating, (c) complementing, (d) greeting, (e) sighing, (f) criticizing, and (g) mocking. (2) Students' expressive speech act function in the interaction of learning process of Bahasa Indonesia at MAN Kota Surakarta has the most dominant rate on mocking (50%), while the lowest rate is thanking (1.7%). Mocking gets the highest rate because students and students' relationship is very democratic, friendly and intimate. (3) The politeness aspect of the speech act can be categorized as low level politeness.

**Keyword:** politeness, speech act, expression

## **1 INTRODUCTION**

Language is a set of symbols which has a specific system and form. Language system is in the form of symbols which construct a specific system. The symbols chosen in a speech event are expected to be perceived in the same way by the speaker and the hearer in order to reach the aimed interaction. By this matching perception, the message which is uttered by the symbols will be able to be understood well and is expected to get the appropriate respond from the hearer. Language main function is a communication tool to deliver messages from a speaker to the hearer. The use of language as a tool of communication apparently in the form of lingual units/ speech acts which are uttered by a speaker and followed by several message instruments in communication. On the other word, on the other speech acts is not meaningless. Instead, it is followed by several non-lingual variables. These variables are usually called as the context of language use. In line with the symbols orders that are exist with a meaning. The chosen language meaning that are used to be tool of transferring message from the speaker to the hearer is also used by involving such a complicated process. The process of choosing these symbols uttered by the speaker should always consider many variables which are potentially influencing the meaning understanding of hearer.

As a social phenomena, the use of language has several specific purposes. Language has a role as tool of interaction between people to fulfill their need, according to Buchler (1990: 35) there are three functions. (1) Expressive: the language is used to express the speaker feelings (2) Apelative: language is used to direct the speaker feelings and behavior. (3) Representative: language is used to talk about objects and any sort of events. According to Jacobson (in Jumanto, 2007: 31), there are six language functions. (1) emotive is a language function to express something related to the speakers attitude towards the topic of the talk, (2) connotative, language function to begin, to decide or to maintain communication, (3) referential, a language function related to the reference (context oriented) of the object of the talk, (4) Phatic, a function to give tension to the contact occurred between the speaker and the hearer, (5) Metalingual, a function to emphasize on the codes used between the speaker and the hearer (the codes function is to explain the language itself, (6) Phoetic, a language function which emphasizes on the symbolized message to give images and deep impression.

Politeness is the important thing in doing an interaction with others. Politeness can be seen as people respect to other (Baryadi in Gunawan, 2013). Andriene Lo and Howard (2009) explain that a respect and politeness as the important thing in the class. Even it can be consideration and scoring, and in Javanese tradition especially central java (Solo and Jogja) has been known as "Kurmat" (respect, "andap-ashor" (don't to earth), "empan-mapan" (knowing when and where they stay) and "tepaselira"(making contribution) as part of Javanese politeness (Gunawan, 2007). Yule (1996) says that politeness is based on the awareness to keep their attitude. Besides, Leech (1983) states that there are politeness principle which included into six maxims. (1) Polite maxim by adding kos and reducing benefit to other; (2) wise maxim by reducing benefit and adding kos to their selves; (3) support maxim by reducing scornful and adding praise to others; (4) low profile maxim by reducing praise and adding less praise (scornful) to their selves; (5) agreement maxim by reducing disagreement of idea and adding agreement reach each other; (6) sympathy maxim by reducing and adding sympathy to other.

According to Austin (1955), performativity speech can be done by completing three conditions (felicity condition) means: the person and the circumstances must be appropriate. Such as in saying "*The defendant is punished for 10 years*". This kind of sentence will be valid if people who say are the judge and the situation is in the court. It will not be valid if the situation or the place is not in the court and it is not said by the judge followed by proof and witness. (2) The act should be executed completely by speaker and correctly by all participants. The employer who blame the employee, but if the employer doesn't show the mistakes, it will be invalid. (3) The participants must have the appropriate intention. Such as "*I'll come to your house tonight*", whereas, the participants has other schedule tonight. This kind of sentence will be invalid.

According to Nunan (1991: 195) teacher function in learning interaction in the class generally is to give command and give respond to what student has done (performance). There is a positive respond because the students complete

teacher's command correctly and there is a negative command, if the students do not complete teacher's command. Both responds in learning process are suggested to the teacher to use positive feedback or respond. Because positive feedback has two main functions which are to change students' attitude, (1) to give an understanding to the students that they did something correctly and (2) is to increase students' motivation by giving them praise or an appreciation to appreciate what they have done.

According to Harmer (1998: 62) mistake correction will help the students understand clearly about the language which is very important. But, usually correction is pointing towards people mistakes, then the correction should be done carefully, giving educative effect, using politeness until the correction which has done will give good impact to the learning process and result. Because if the correction is not accurate, it will be making the students feel down, learning motivation will be decrease and inclined them not to accept learning process condition.

According to Harmer (1998: 249) adding problems related to teacher and students will offend learning process. The way to anticipate is making sure that all students know teachers' position. Teacher and students should agree about conduct code which manage students' attitude in the class and relate each other.

The previous Geetz study (in Pirde and Holmes (ed), 1984: 167) by the theme *language Etiquette* with Javanese speakers, it is found that anything said by Javanese language is related to social relation between speaker and hearer based on the status and intimacy. People status will be determined by richness, decline, education, profession, age, kinship and nationality. But relative factor status (speaker and hearer) determines coding choice and speaking style.

Politeness done by the students in the class is showing the existence of politeness education at school in the formal situation. The speech act given to the hearer is not appropriate to politeness principle. Leech's politeness principle (1983) says six maxims in building the character will help the speaker in practicing language politeness strategy in their action. The implementation language politeness in students' realm is supported by some situation, age and position.

The research is aimed to reveal the student expressive speech act realization in the interaction of the learning process of Bahasa Indonesia at MAN kota Surakarta. In detail, the purposes of this research are to describe these following phenomena. (1) Students expressive speech act in the learning process of Bahasa Indonesia at MAN kota Surakarta. (2) the most dominant expressive sub-speech act that the students have in the learning process of Bahasa Indonesia of MAN kota Surakarta. (3) The reason why an expressive sub-speech act is dominantly used in the interaction of the learning process of Bahasa Indonesia of MAN Surakarta.

This research theoretically contributes to validate and assess linguistics theories (especially pragmatics theories) and language learning theories. The practical contribution of this research can be used as an advice to the related institution (a) Lembaga Penjamin Mutu Pendidikan (LPMP) or other related institution (Dirjen Guru. The result of this research can be a foundation to create

a training program for teachers in order to make the program becoming more effective (b) for MAN Kota Surakarta.

This research can be used as a foundation to evaluate continuous profession development program (PKB) for the teacher of MAN Kota Surakarta. (c) for teachers, the result of the research can be used or a reflection or self-evaluation about the effectiveness of the interaction that the teachers do during the classroom (d) for the researcher, the result of this research can be used as research knowledge development to do further scientific studies.

## **2 RESEARCH METHODOLOGY**

The research is conducted at Madrasah Aliyah (MA) Negeri in Surakarta. There are two schools, MAN 1 and MAN 2. MAN 1 Surakarta is located in jalan Sumpah Pemuda no.25, Kadipiro Surakarta, While MAN 2 Surakarta is located in jalan Brigjend Slamet Riyadi 308 Surakarta.

The reasons why the researcher chose MAN 1 and MAN 2 Surakarta are :

- a. Both of the schools have relatively homogeny characteristic.
- b. The data that has been collected shows a consistent pattern.
- c. The data collection from both of the schools has fulfilled all the needed data.

The target of this research is the use of expressive speech act in the teaching and learning process of Bahasa Indonesia of the tenth grade in the academics year of 2015/2016.

This research is based on pragmatics approach the object of the study is the phenomena of the use of language in a scientific context of teaching learning process in the classroom. As pragmatics research, the researcher took a socio-cultural view towards the use of language and to learn how to implement the principles of social behavior related to the social distance between the speakers (Cutting, 2007: 3). In this study, the researcher describes the students and the teachers of Bahasa Indonesia's knowledge, believe and traditions (practices) in the interaction of the learning process of Bahasa Indonesia in the tenth grade of MAN kota Surakarta.

The research data is collected from:

- a. Student expressive speech out in the interaction of the learning process of Bahasa Indonesia which is collected by classroom observation,
- b. Teachers' statement and students answer the researcher's question in the interview and
- c. Information related to supporting facilities to the learning process of Bahasa Indonesia includes. Classrooms text books, syllaby and teacher's lesson plan.

The data in the form of students expressive speech act has these following characteristics: (1) in the form of oral fragment and (2) bound by content, means that the fragments are not meaningless. The data in the form teachers' and students statements collected from the in depth interviews after the teaching learning supporting facilities are collected by a focused observation to the classroom facilities and this management, checking the text book content and it's

management and also evaluating the syllabus and teacher's lesson plan and it's management.

The human source of data are four teachers of Bahasa Indonesia of MAN who are chosen by purposive sampling and 6 students of MAN 1 and MAN 2. The four teachers of MAN 2. Among those four teachers and 2 have a role as the main informers or model teacher and two supporting informers consists of one senior teacher and one coordinator of MGMD Bahasa Indonesia of MAN Surakarta.

The data source in the form of research artefacts includes classrooms, textbooks or modules, syllaby, and teacher's lesson plan. Artefacts are things related to the researched phenomena.

The primary instrument of an ethnographic research is the researcher himself (H.B. Sutopo, 2006: 44). In line with the research characteristics and it's data, researcher's specific role is an observer. The data collection methodology uses: (1) participant observation and (2) In depth interview (Aple in May, 1998: 300)

The data validation is done by source triangulations and method triangulation. The validity of every data is checked by comparing the data with other data. Besides, the method triangulation is done through collection data using more than one method.

### **3 RESULT AND DISCUSSIONS**

This following part well describe the result of the research about the student's expressive speech act.

#### **3.1 Congratulating expressive speech act**

(1) Teacher : Assalamualaikum

(2) Student : Waalaikumsalam

Context: the hearer answers the teacher's greeting when the teacher opened the lesson. The event is in the classroom at the fourth lesson hour (Bahasa Indonesia). The speech act happened in Bahasa Indonesia class. The teachers greeted the students and the students give respond by answering the greeting.

The speech act is the second data (2) so the meaning of the speech act is that the students answer by using an speech act which has a meaning as a prayer the hope that god's mercy and blessing will always be upon you, a form of respect to the teacher as the speech partner

(1061) Student (SA3): Assalamualaikum

(1062) Student : Waalaikumsalam

Context: the speaker answers the greeting from a late student when the lesson is already begun. The situation is in Bahasa Indonesia lesson hour. The speech act occurs in the learning hour when interaction between teacher and students happens after the teacher began the lesson because of the students coming late. This speech act is in the data number (1062). This speech act is uttered by the

student directly. The meaning of the speech act above is that the student expressed a hope for god's blessings and mercy for those who hears it. It is also a form of showing respect to the hearer (in this case is the teacher). The same data are found in number the following: (1054), (1063), (1205), (1492), (1494), (1512), (1896).

### 3.2 Complimenting expressive speech act

(27) Teacher : Kelas X IPA 5 selalu saya ingat. Sampai dirumahpun saya ingat

(28) Student : Terharu

Context: the speaker answered the greeting from the teacher when the teacher opens the lesson. The situation happened in the lesson hour of Bahasa Indonesia. This speech act occurs when an interaction happens between a teacher of Bahasa Indonesia and the students. The students' hearts are touched by the teacher saying.

The speech act is in data number (28), uttered by a student to the teacher directly. The meaning of complementing speech act above is a complement to the teacher's saying because their class is always being remembered by the teacher

(545) Teacher : Siapa yang mau menghapus ?

(546) Student SD1 : Cie Afi.

Context: The speaker complemented his friend who is willingly moving forward to clean the white board. This speech act happen when interaction between the teacher and students happen after the teacher offered one of students to clean the white board.

This speech act is in the data number (546), uttered to the students directly. The meaning of the speech act above is uttered to ask the students to clean the dirty whiteboard. The same data are in the data number the following: (50), (59), (64).

### 3.3 Making expressive speech acts

(15) Teacher : Setuju lho Bel! Konco-koncomu lho sing ngomong, banyak yang bilang setuju ayo ngadek bel gak enek sing ngatur ki.

(16) Student SB5 : Lha Pak, guru kok yang ngatur. Jadi setuju semua. Ditulis soalnya tidak Pak?

Context: The speaker responds the teacher's speech acts which asked him to move forward and write the answer for the question being discussed. The speech act occurs when the students are given questions and they are asked to answer the question.

The speech act is in the data number (16), uttered by the student to the teacher directly. The meaning of the speech act above is mocking the teacher because he had gone forward to do the task before. But the teacher asked him again to do the task in front of the class.

(29) Teacher : Kelas X IPA 5 ini selalu saya ingat, dirumah pun saya ingat.

(30) Student SC5 : Emang Pak guru tahu nama saya siapa?

Context: The speaker uttered this speech act when the teacher expressed that he would remember everyone in the class.

The speech act is in the data (30), uttered by the teacher directly. The meaning of the speech act above is that the student mocked the teacher and challenges the teacher to mention his name. The same data is in number the following: (27), (31), (32), (33), (34).

### 3.4 Criticizing expressive speech act

(24) Teacher : Ya, Ulfa nanti maju. Perasaan bela ndek wingi wes maju ya?

(25) Student SB5 : tumben pak inget?

Context: The speakers give responds to the teacher's speech act that is able to remember his students' name. The speech act happened when the teacher was explaining the materials in front of the class while remembering and mentioning some of the students' name.

The speech act is in the data number (25), uttered by the students to the teacher directly. The meaning of the speech act in criticizing the teachers' speech act in the classroom as the teacher is able to mention the name of the students.

(66) Student SB3 : Bapakku bertanya pada temanku

(67) Student SB4 : sing bener bapakku bertanya padaku "siapa temanku"

Context: the speaker corrected his classmate's work on the whiteboard. This speech act occurred when students SB3 was correcting his friend work on the whiteboard and being continued by student SB 4 who felt that he wrote was still wrong.

This speech act is in the data number (67), uttered by the student to student directly. The meaning of the speech act above is that the student corrected his friends' work on the whiteboard. The same data are number the following: (130), (444), (624), (659), (664), (695), (718).

### 3.5 Thanking expression speech act

(1375) Teacher : Ra cukup no, piye?

(1376) Student SB 4 : Makasih ya Pak.

Context: the speaker thanked the teacher to be given a chance to write. The speech act occurred when the teacher finished writing on the whiteboard and there is no more space to continue writing the example of the materials being explained.

The speech act is in the data number (1375), uttered by the student to the teacher directly. The meaning of the speech act above is that the student thanked the teacher for being given a chance to write before the white board is cleaned.

### 3.6 Sighing expressive speech act

(17) Teacher : Ya ga usah, langsung jawaban benarnya saja. Yang selanjutnya kamu.

(18) Student SB6 : MasyaAllah, kok saya pak.

Context: the teacher was asked to step forward and write on the whiteboard.

This speech act occurred when the teacher asked student SB6 to step forward and do the question given. The speech act is in data (18)

Context: the speaker believed that he had been doing the task on the whiteboard before. It happens when the student was talking directly to the teacher. He said that he had done the task before.

This speech act is in the data number (23) uttered by the student directly. The meaning of the speech act is sighing. This happened because the speaker believed that he had ever done the task before and the teacher picked him once more to do the task. The same data are number the following: (57), (229), (278), (287), (304), (321), (322).

### 3.7 Greeting speech act

(1158) Student SC5 : Pak, Pak Joko

(1159) Teacher : apa?

Context: The speaker took a bottle of water in the bag. This speech act occurred while the teacher was explaining the materials in front of the class.

This speech act is in the data number (1158) uttered by the student to the teacher directly. The meaning of the speech act is that the student greeted the teacher to ask for permission.

(1330) Teacher : Diisi nomer

(1331) SA 4 : Dennis....

Context: The speaker called his friend. This speech act occurred when the when the board marker ink ran out. The writing on the white board started to be unclear.

This speech act is in the data number (1331) uttered by the student to the student directly. The meaning of speech act above is that the student asked his friend to refill the board marker ink. The same data are in the number the following: (1231), (1321), (1398), (287), (1410).

Based on the transcription students' expressive speech act in the learning of Bahasa Indonesia of MAN Suakarta can be classified based on the levels of the politeness of speech act. The expressive speech acts data in the classification of polite and impolite can be seen as follows.

**Table**

Expressive speech act	Teaching learning interaction		Frequency of speech events
	Polite	Impolite	
Say congratulating	7	-	7
Complementing	27	11	36



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Mocking	-	152	152
Criticizing	16	8	24
Thanking	1	-	1
Sighing	12	34	46
Greeting	7	-	7

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### 3.8 The Form of Students' Expressive Speech Act in The Interaction of Learning Bahasa Indonesia at Man Kota Surakarta

The form of students expressive speech act included into Linguistics and Pragmatics politeness.

#### a. Linguistics politeness of students' expressive speech act

##### 1) The use linguistics politeness marker by saying word *Masya Allah*

Example:

(18a) SB6: **Masya Allah kok saya Pak?**

(18b) SB6: Kok saya Pak?

The speech act of (18a) is more polite if it compared to (18b). The speech act is marked by saying word "masya Allah" become a marker that the students has used the right maxim in speaking. The speaker appreciate other and did not deny to come forward, whereas the speech act of (18b) broke politeness maxim and did not give gain, even it seems snapping at the teacher.

##### 2) The use of linguistics politeness marker by using word *jangan lupa*

Example:

(344a) SC 3: **Jangan lupa bersyukur Pak**

(344b) SC3 : **Bersyukur Pak**

The speech act of (344a) SC3 is more polite than (344b). The speech act is marked by saying word "*jangan lupa*" becomes a marker that the speaker applied the right maxim in speaking. The speaker added word "*jangan lupa*" was hoping that the hearer will be grateful with low degree of commanding. In speech act (344b), it can be seen that the speaker commands the hearer rudely, and impolite. The politeness maxim is broken.

#### b. Students' Expressive speech act of politeness pragmatics.

##### a) Politeness pragmatics expressive speech act by using declarative.

Declarative construction to criticize.

Example: (517) SD1: **kalau makan kita kehabisan kata-kata Pak.**

The speech act of (517) SDI, student says to the teacher that he cannot think when he is eating. But, by understanding the speech act situation it can be interpreted that this speech act included into criticizes expressive speech act. The use of this speech act reputed that teacher can understand when students are eating. They cannot think clearly and indirectly the students do not want to do the assignment given by the teacher.

Declarative construction for sighing

Example: (572) S: **kan lagi makan pak tadi**

The speech act of (572), student says to the teacher that they were eating when break time came, and they did don't complete the assignments given by teacher. But, by understanding speech situation it can be interpreted that this speech or speech act is included into sighing. Students cannot do the assignments while eating.

- b) Politeness pragmatics expressive speech act by interrogative construction. Interrogative construction for praising

Example: (27) SC 5: **Abdullah Morgan ya?**

The speech act of (37), students praise to the teacher who is resemble with the actor named Morgan. This kind of speech acts included into praising. That is a praising the teacher that the teacher is resembled with actor on the television.

Interrogative construction for criticizing

Example: (853): **katanya gak nyatet pak?**

The speech act of (853), student criticizes the story of their teacher told in front of the class. It can be seen from the context that the student analyzes all teacher's story when he was in university and attempt to correct the result of the story delivered.

#### 4 DISCUSSION

Based on the result of the research and data analysis, it is found seven aspects of expressive speech act are being observed. Congratulating, complementing, mocking, criticizing, thanking, sighing, and greeting in the interaction process of teaching learning at MAN Kota Surakarta. Mocking is the most found speech act in the level of impolite. It is because of the students' closeness to the teacher in having teaching learning interaction. Students consider that all the hearers are on the same age. That is why the respect to the teacher was decreasing. Students' personality today had no politeness whether it is in the school environment or outside the school.

For sure, these cases are influenced by some factors. Those are: children will be more influenced by bad things which they see directly. It can be from television, internet or the environment where they live. Until children can be easier to imitate from what they see and hear, then they try to practice in their daily life. It can be when children speak to their parents (father, mother, sister, brother) although to their friends included teachers at school. The way students or children to talk will be impolite.

When teacher is being together with the students at school, it should be an intention to educate students to be good people with knowledge, having good character and attitude in speaking and be creative (Djamarah, 2010: 4).

Teacher's character has a great influence to their students in building the characters. Students also can make a position of their selves as students with their character they have. The existence of politeness in the class also should be applied to their selves. The attitude of students should respect to the older people, in

Javanese it is known as *unggah ungguh* where people should know the context and situation and to whom they speak.

Thus, the background of education is not the only factor which causing children or students in speaking or talking with other older people. The most influencing factor in using language politeness is parents. Because their high education will be nothing if their family doesn't make an attention to the children characters and attitude, it will happened impolite attitude and they will not be respect to other.

Because of that, it is hoped to all parents to understand and make an attention to their children growth, and gives them knowledge about rules of life by applying politeness and good manner to all people. It can be in their daily life with family and their social life.

Research result of Made Ratmaningsih (2013) entitled "Tindak Tutur dalam Proses Belajar Mengajar di TK Wangun Sesana Panarukan Singaraja" has a conclusion that the problem which is investigated towards teacher during teaching learning process in TK Wangun Sesana Singaraja described as follows: (1) the form of speech act used by teacher in teaching learning process in TK Wangun Sesana Panarukan Singaraja has been formed by declarative, imperative, and interrogative. The form of imperative speech act is dominated by teacher in teaching learning process in TK Wangun Sesana Panarukan Singaraja. (2) the function of speech act stated by teacher in teaching learning process in TK Wangun Sesana Panarukan are assertive function, directive function, commissive function and expressive function. Assertive function stated by teacher included into *informing*, directive function by *asking, addressing, reminding, giving advice of asking*. Expressive function by *using greeting, threatening, and motivating*. Declarative function by *using prohibiting*.

Based on research result which has found from mocking expressive speech act with 152 utterances and impolite expressive with 152 utterances, praising expressive with 36 utterances, polite expressive speech act with 27 utterances and impolite with 11 utterances. Criticizing expressive speech act with 24 utterances with by the detail of 16 polite speech acts and 8 impolite speech acts. Thanking expressive politeness with 7 utterances by the detail 7 polite speech acts; sighing expressive speech act with 46 utterances by the detail 12 polite speech acts and 34 polite speech acts; thanking expressive politeness by using politeness strategy is 1 by the detail 1 polite speech act; Greeting expressive politeness with 7 utterances in 7 expressive polite speech acts.

## 5 CONCLUSION

The result of the research can be concluded that; (1) the functions students' of expressive speech act in the interaction of Bahasa Indonesia subject in MAN 1 Surakarta included into: (a) the function of thanking, (b) the function of congratulating, (c) the function of complimenting, (d) the function of greeting, (e) the function of sighing, (f) the function of criticizing, and (g) the function of mocking; (2) the most dominant function of students' expressive speech act in

the interaction Bahasa Indonesia subject is the function of mocking(50%), the lowest function is the function of thanking (1.7). the dominant function of mocking is caused by the relation between teacher and students, and the relation between students and the students are very democratic, friendly, intimate. (3) Politeness speech act category done by student is not too polite.

At school, student is a student and teacher is the second parent for students. As a parent, teacher should regard the students as the students. Addressing as students is more appropriate because the kindness of teacher is showed from personality in acting and doing something and it is not only at school. Guru should realize that they are as a figure for people especially by students as school (Djamarah, 2010: 4).

On the other hand, parents educate their children to apply politeness to other in their daily life to the older people or younger people. But sometimes it arise a problem that children cannot do speech act well. Such as saying bad words by mocking, doesn't say excuse and permission when they ask. Then there is no care and respect to parents' advices. For sure, this case is caused by the influencing of something bad on the television and internet directly or indirectly until they can imitate easily about what they hear and see. Then, they practice in their daily life.

## 6 RECOMMENDATION

Student's expressive speech act in the interaction of Bahasa Indonesia subject in MAN Kota Surakarta should get attention in education. The results of the research showed that students inclined doing mocking expressive and criticizing speech act. This happened between students and students, between teachers and students. The politeness aspect of the speech act can be categorized as low level politeness.

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