POLITENESS STRATEGY OF STUDENTS' SPEAKING SKILL IN LEARNING INTERACTION

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ABSTRACT

Politeness Strategy of Students' Speaking Skill In Learning Interaction. This study aims to describe and explain politeness strategy in learning interaction of students in the Department of Language and Literature Indonesia UNM. This research is a qualitative study using ethnographic theory, speech act theory, and the theory of politeness. The research data consisted of speech and records the data field. Data collected through recording techniques, observation, interviews, and transcription. Data analysis was carried out through four main procedures, namely: data collection, data reduction, data presentation, and the Depositary-gathering/verification. Based on data analysis, politeness speech acts are classified into two parts, namely: (1) positive politeness; and (2) negative politeness.

Keyword: Politeness, Speech Act, Speaking Skill, Learning Interaction

PRELIMINARY

Politeness is very interesting to study among the students, especially students of Makassar State University (hereinafter abbreviated as UNM). Therefore, an assessment of politeness among UNM students very meaningful for coaching and development of cultural values, especially speaking cultures. Thus, this study has educative implications very means in order to organize the education of dignity.

Use of politeness appropriately will facilitate interaction in society in general and in the interaction of students to lecturers or to fellow students in particular. Conversely, if politeness is ignored, can lead to a breakdown of communication even misunderstandings in interaction activities, both in society at large as well as the interaction of students to lecturer or fellow students. To overcome these problems, then the speaker will use direct and indirect politeness. These indirect politeness which will be the focus of research. Indirect politeness politeness divided into positive and negative politeness. Based on that, the problem is urgent and relevant studies examined in this study is: "What kind of positive and negative politeness in students' academic interaction Makassar State University?"

This study is a continuation of previous studies (Saleh, 2007) entitled "Politeness Follow-Speech in Interaction Student Academic Makassar State University." Therefore, although the study politeness has been done, research politeness still needs to be done to broaden the research politeness existing ones. This study will complement the results of previous studies, both of aspects of honorifics, speech acts, as well as aspects of politeness. Thus, the results of this study will provide reinforcement to the theory of the Language and Identity of Thornborrow (2007).

RESEARCH METHODS

This study used a qualitative research approach. Data analysis was

performed through an interactive model and since data collect. The interpretation of data using the logic of structural-functional. With this flow, any data as the structure and move to its functions in the communication process. This is in line with the theory of discourse Schiffrin (2007).

This study has two types of data, ie data is speech and data entry field. Based on the focus of the research, the data utterances contain politeness strategies. Meanwhile, the data field contains a note about the context of politeness. Data were collected using three techniques, namely the recording, observation, and interviews. At the macro level, the research data in the form of politeness speech acts were analyzed using qualitative data analysis procedures ethnographic model of interactive communication.

RESULT

Based on the research focus represented diverse student modesty in speech acts. Broadly speaking, the speech act of politeness strategies are classified into two, namely: (1) positive politeness strategy; and (2) negative politeness strategy.

Positive Politeness Strategies

Positive politeness strategy is one of politeness strategies used in efforts to improve the face of threats hearer. Positive politeness strategy is intended as an expression of solidarity that seeks positive face notice hearer. Positive politeness strategy in academic discourse, represented variously through speech of students to lecturers. The diversity of positive politeness strategy that is used by the student in academic discourse presented in the following description.

Respect strategy

One of the basic human character in general is happy if respected. Therefore, the strategy of respect is a representation of the positive politeness to accommodate their positive face hearer. Pengormatan strategy use in academic discourse are potentially used when students interact with lecturer.

Giving Award Strategy

Politeness strategies are also used by the student to maintain a positive face hearer in academic discourse is the reward. With the strategy of reward, speakers showed their efforts to maintain a positive face hearer so that the hearer feels appreciated by the speaker. The award in academic discourse among others is realized through an expression of thanks for services rendered or kindness hearer.

Strategy of Meets Desire Hearer

Politeness strategies intended to minimize the threat of a positive face hearer can also be done in a way to meet the desires hearer. The use of strategies to meet the desires hearer is characterized by two things. *First*, the hearer shows his desire-both direct and direct- to the speaker through speech or nonverbal acts. *Second*, the speaker said to accommodate their partners through speech or nonverbal acts in accordance with the wishes hearer. Strategies to meet the desires hearer commonly used when students interact with lecturer in academic discourse. This is done to achieve the goals and a common understanding that said the event went smoothly.

Request Considerations Strategy

Another strategy that can be used speakers to maintain a positive face hearer is to ask for consideration. With the strategy of asking for consideration, the speaker tried to show reverence to the hearer on the advantages of the hearer. The use request consideration strategy commonly used in academic discourse students to show reverence to the lecturer because of the expertise possessed

lecturers. Through the use of strategies ask for consideration, students show respect for teachers so as to minimize the threat of a positive face hearer.

Asked strategy

Positive politeness strategy can also be represented by considering the continuity of purpose speech to be delivered. In academic discourse, speech asking among other things used by students when asking questions in a group discussion.

Doubling Sympathy Strategy

Speakers can also utilize strategies politeness by multiplying sympathy to the hearer to maintain a hearer' positive face. In academic discourse, this strategy commonly used by students, as a tribute to the lecturer and students as a strategy to achieve specific goals.

Caring Strategy

One of the basic human nature is to want attention. This is in line with the concept of positive face in politeness. Therefore, one way that can be done to minimize the threat of a positive face hearer is to utilize the positive politeness strategy by giving attention to the hearer. The use of this strategy is intended to achieve the objectives and mutual understanding so the situation said could take place safe and comfortable and enjoyable both participants.

Strategy for Approval

To create an atmosphere of harmonious communication while maintaining a positive face hearer, the speaker also often utilize a strategy of politeness seeking approval. This is in line with one of the basic attitude of a man who always wanted to be approved. This strategy is similar to the strategy of avoiding conflict. The difference, conflict avoidance strategy is based on the atmosphere of the event said that in crisis

the conflict. In such conditions, speakers implement strategies to avoid conflict. While the strategy of seeking approval was based on the atmosphere persitiwa speech is still safe, but the delivery of the speech is not believed to be approved hearer.

Degrading Yourself Strategy

One positive politeness strategies used by the student in academic discourse is a strategy humble. Based on the continuity of objectives, strategies grovel an indirect strategy. With the strategy will humble themselves and indirectly speakers show reverence to the hearer with trying to keep a hearer' positive face. The use of strategies can grovel among other students while maintaining a spoken answer in a discussion.

Negative Politeness Strategies

Negative politeness strategy is also one of politeness strategies in efforts to improve the face from threats face hearer. However, in contrast to the strategy of positive politeness, negative politeness strategies related to avoidance expressions with negative face notice desire hearer. The use of conventional indirect strategy is one negative politeness strategies. This negative politeness strategies commonly used in academic discourse when students interact with lecturer. Other things can also occur between fellow students in the discussion process. Based on the results of research in the field, the application of negative politeness stretagi intended to keep the hearer' negative face and performed with various strategies. The diversity of negative politeness strategies in academic discourse further explained in the following description.

Avoid disputes Strategies

One politeness strategy that aims to maintain hearer' negative face is to try to avoid disputes. In such a context, the speaker tried to avoid conflict with the hearer to hearer avoid the threat face.

Based on the research results, the use of strategies avoid disputes in academic discourse commonly used by the student through the provision of affirmative responses.

Behind Asked Strategy

One of the strategies used by the student to minimize the threat of hearer' negative face is asked in return strategy. The use of this strategy is commonly used when a question is not clearly understood. To minimize the threat of hearer' negative face, the speaker tried to avoid the answer is questionable relevance to the hearer' question. To overcome such doubts, the students apply negative politeness strategies through speech asked back.

Strategy of Allowing hearer having his way

One way to minimize the negative face of threats to the hearer is to let the hearer to do as they wish. In this way, hearer feel free from the threat of others. Implementation of this strategy is characterized by two things: (1) the behavior hearer to do as he wishes; and (2) the attitude of the speaker who leave, not hinder, or do not bother hearer.

Strategy of Be Pessimistic

Negative politeness strategies can also be represented through a pessimistic attitude. Strategy pessimistic intended as an speaker's attempt to keep the hearer' negative face so that the hearer feel protected from the threat of speakers. Thus, the hearer does not feel disturbed or forced to do something because of pressure of speakers. Pessimistic strategy is commonly used when the students interact with lecturer in academic discourse.

Strategy of impersonality or retrieval Distance

Strategy impersonality or distancing is one of politeness strategies aimed at minimizing the threat of hearer' negative face. This strategy is in line with the rules of politeness 'do not disturb'. Through a strategy of distancing, the speaker uses the language respectful manner so hearer is not bothered by the presence of the speaker. In connection with the follow-face protection, distance strategies realized through the negative politeness requires that speakers consider carefully any speech to be delivered as well as the context of its delivery to the hearer so that the hearer does not feel disturbed by the speech. The use of distancing strategies sometimes do provide an opportunity for students in the hearer (lecturers) to deliver his speech freely without any pressure from the speakers (students). Once finished giving his speech lecturers, students then used the opportunity to speak.

Obedient attitude Strategy

Strategy of subservience is also one politeness strategies associated with efforts to maintain a hearer' negative face. In this compliance strategies speakers use language in a respectful manner through subservience to the hearer. Representation of politeness through subservience strategy is realized through speech that always follow a variety of options offered hearer. In academic discourse, a strategy commonly used subservience students through the use of affirmative responses liking hearer. One embodiment of the submissive attitude of students to lecturers is when a lecturer gives a number of corrections to the text of a student's thesis.

Assume Avoiding Strategy

One of politeness strategies that can be used to minimize the threat of hearer' negative face is avoiding assumes. Through these assumptions minimization strategies, the speaker showed the attitude of minimizing the desire to interfere with other people so hearer' negative face feel

protected. Based on the research results, a strategy to avoid assuming apparently also used by the student when interacting with lecturer in academic discourse. The use of avoidance strategies used by the student assumes, among others, as an explanation for certain lecturers are poorly understood by the students. To avoid assumes, students typically use the speech to the interrogative mode. The use of negative politeness strategies used by the student to avoid assumes when asked to answer questions not covered in the discuss material. To keep the hearer' negative face, the student is trying to avoid assumed by leveraging speech laden with doubt.

Strategies to Apologize

One way that can be taken to minimize the threat of hearer' negative face is the strategy of apologizing. The use of a common strategy to apologize also be used when students interact with lecturer in academic discourse. The use politeness strategies through an apology in academic discourse among others, used when students were not able to answer questions in perfect accordance with the demand of lecturers.

DISCUSSION

Politeness in the perspective of the ethnography of communication, more specifically related to the three basic unit of communication as identified Hymes (1974), namely: speech situation, speech events, and speech acts. speech situation is the context of the communication, in this context is the campus. However, the speech situation varies according to the activity going on inside.

Based on this theory, the campus as a communicative situation that represents politeness will only be representative if used for academic communication. speech event is a communication unit for descriptive purposes. A specific event is defined as the entire device components intact that begins with a general purpose communication, the same general topic, which generally use a variation of the same language, the tone and the same rules for interacting, in the same setting. Follow-communicative in general focused interaction with a single function, such as statements, referential, request, or command.

Politeness in academic interactions manifested through speech acts as the basic unit of communication. However, in the perspective of the ethnography of communication studies speech act is extended to include a wider range of phenomena in the ethnography of communication, and allows for diversity in language segments is seen as a functional unit basis by members of the public said different.

As the study of politeness, politeness has relevance through various theories of politeness. Based on the presentation of the data above, it can be drawn the conclusion that while the strategy of politeness students in academic discourse based on the effort speaker to keep the hearer 's face. The face concept grounded in theory face of Brown and Levinson (1987). Based on this, be divided into two categories of strategies, namely: (1) positive politeness strategy and (2) a negative politeness strategy. Based on the research results, positive politeness strategy is represented through various substrategi among others: (a) the strategy of respect; (b) strategy of reward; (c) strategies to meet the desires hearer; (d) requesting the strategy; (e) the strategy said; (f) multiplying strategy sympathy; (g) the strategy to pay attention; (h) the strategy seeks approval; and (i) strategies humble. While negative politeness strategies represented through various substrategi among others: (a) a strategy to avoid conflict; (b) the strategy said back; (c) strategy allowing hearer; (d) the strategy to be pessimistic; (e) the strategy impersonality or distance; (f) strategies submissive; (g) the strategy to avoid

assuming; and (h) the strategy apologized. This is in line with the diversity of politeness metapragmatik Blum-Kulka (1992).

In general, the representation of politeness students through various strategies of politeness as pointed realized through two sides of politeness, the polite language behavior and language behavior that is not or less mannered. This fact provides reinforcement that is representative study politeness can not be refracted at the focus of 'polite' without ignoring the 'impoliteness'. Both are like two sides of a coin complementary. Based on the mean survival strategy speech, generally can be sorted that direct strategy tends to represent the behavior of a language that is not or less mannered and indirect strategies tend to represent the behavior of polite language. However, in real language use, the general perception is not entirely correct. The facts show that through indirect strategies, students do not only represent polite behavior in the language, but also the behavior is not polite though on a smaller scale. Instead, through a direct strategy, the student does not only represent polite behavior in the language, but also represent polite behavior although on a smaller scale as well. Thus, it can be reiterated that studies the representation of politeness can not be refracted at the focus of 'polite' without menghiruakan side 'impoliteness'. This is the pressure point of criticism of politeness Eelen (2006).

Positive politeness strategy commonly used by the student when interacting with lecturer in academic discourse related to the efforts to face the positive attention lecturers so that lecturers feel safe from the threat face. Negative politeness strategies commonly used by the student when interacting with lecturer in academic discourse related to the effort to pay attention to the negative face lecturers so that lecturers feel harassed by a partner he said. Overall these findings

corroborate the findings Saleh (2011) in the context of different communication events.

CONCLUSION

Based on the research findings and the discussion that has been presented, it can be concluded that students's politeness in learning interactions delivered through two types of strategies. *First*, the positive politeness, include: (a) express their opinions; (b) maintains; (c) the reasons; (d) expressing disapproval; (e) to answer questions; (f) shows; (g) provide clarification; (h) to submit a report. *Second*, negative politeness include: (a) demand; (b) the request; (c) questions; (d) state of readiness; (e) express willingness; (f) express consent; (g) a promise; and (h) an apology.

Finally, it can be concluded that the politeness strategy of students in academic interactions are represented by positive and negative politeness with diverse functions entrusted each of which has relevance to various theories politeness.

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