

**POLITENESS STRATEGY OF DIRECTIVE UTTERANCES PRODUCED BY
THE TEACHERS OF JEMEMA ISLAMIC SCHOOL SEMARANG
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ABSTRAK

Bahasa yang dimengerti ataupun yang digunakan anak masih sederhana, misalnya bahasa balita yang baru mulai sekolah, maka dari itu, orang dewasa harus pintar memilih dan merangkai kata dalam berkomunikasi dengan anak, terutama dalam memberikan perintah, agar anak dapat memahaminya sehingga ia dapat melaksanakan apa yang diperintahkan. Berdasarkan fenomena tersebut, penulis mengadakan penelitian yang berkaitan dengan penggunaan strategi kesopanan guru-guru pra-sekolah di Jemema Islamic School Semarang dalam memproduksi tuturan yang mengandung perintah.

Tujuan penelitian ini adalah mengidentifikasi jenis kalimat perintah yang digunakan tiga guru terhadap murid pra-sekolah Jemema Islamic School Semarang berdasarkan Klasifikasi Vanderveken serta menganalisis strategi kesopanan yang ada di dalamnya dengan menggunakan teori "Politeness Strategy" dari Brown and Levinson, kemudian penulis menganalisis faktor-faktor dan dimensi sosial yang melandasi adanya strategi kesopanan tersebut dengan menggunakan teori dari Janet Holmes.

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INTRODUCTION

Children learn language from their environment. They will know how to express the directive utterances by imitating their parents, their teacher or their friends. Therefore, adults should choose simple words/ simple politeness strategy when they communicate with children, especially in giving directive utterances in order to make them understand and imitate the words used. The children should know how to be polite in using directive utterance and they should learn it politely. They should behave well in doing or saying anything, including in using directive utterances.

This phenomenon occurs in the teachers of Jemema Islamic School Semarang, who choose and use simple and polite words to command the students. They also try to avoid the use of direct word or negative word in order to enable the student expressing directive utterance, especially when they speak to older people.

MATERIALS AND METHODS

In this study, the writer observes the pre school class activities in three centres, namely *Sentra Imtaq*, *Sentra Peran*, and *Sentra Balok*. In *Sentra Imtaq*, students learn religion, in *Sentra Peran* they learn dramatic play, while, *Sentra Balok* holds building.

The writer limits the scope of its study on the directive utterances of the teachers of Jemema Islamic School Semarang which was analyzed by using directive strategies of Vanderveken (1990: 189-198). The writer classifies the politeness of its directive utterances by employing Politeness Strategies of Brown and Levinson (1987: 91-227). Then, the writer explains the social factors which influence the use of these directive utterances as well as the dimensions of the directive utterances.

In this research, all of the utterances produced by three teachers in three different centres are considered as the population. The analysis, however, would be conducted only on several directive utterances containing politeness strategies which were played as the sample of this research.

The samples of this research are chosen according to the goals of this study, which are to describe politeness strategy used by three teachers in three different centres as well as to describe the politeness strategy of the utterances.

LITERARY REVIEW

Politeness Strategy

There are four strategies of politeness of Brown and Levinson's theory:

1. Bald on Record Strategy

In this strategy, the speaker does nothing to minimize the threat to the Hearer's face.

2. Positive Politeness

Brown and Levinson (1987:103-129) reveal the positive politeness strategy into:

STRATEGY 1. Notice, attend to hearer (his interest, wants, needs, goods)

STRATEGY 2. Exaggerate (interest, approval, sympathy with hearer)

STRATEGY 3. Intensify interest to Hearer (by 'making a good story')

STRATEGY 4. Use in-group identity markers

STRATEGY 5. Seek Agreement

STRATEGY 6. Avoid disagreement

STRATEGY 7. Presuppose/ Raise/Assert common ground

STRATEGY 8. Joke

STRATEGY 9. Assert or presuppose speaker's knowledge of and concern for hearer's wants.

STRATEGY 10. Offer, promise

STRATEGY 11. Be Optimistic

STRATEGY 12. Include both speaker and hearer in the activity

STRATEGY 13. Give (or ask for) reasons

STRATEGY 14. Assume or assert reciprocity

STRATEGY 15. Give gifts to hearer (goods, sympathy, understanding, cooperation)

3. Negative Politeness

STRATEGY 1. Be conventionally indirect

STRATEGY 2. Question, hedge.

STRATEGY 3 Be pessimistic

STRATEGY 4. Minimize the imposition

STRATEGY 5. Give deference

STRATEGY 6. Apologize

STRATEGY 7. Impersonalize speaker and hearer: Avoid the pronouns "I" and "you"

STRATEGY 8. State the FTA as general rule

STRATEGY 9. Nominalize

STRATEGY 10. Go on record as incurring a debt, or as not indebted hearer

4. Off record

1) Violate Relevance Maxim

STRATEGY 1. Give hints

STRATEGY 2. Give association clues

STRATEGY 3. Presuppose

2) Violate Quantity Maxims

STRATEGY 4. Understate

STRATEGY 5. Overstate

STRATEGY 6. Use tautologies

3) Violate Quality Maxims

STRATEGY 7. Use contradictions

STRATEGY 8. Be ironic

STRATEGY 9. Use metaphors

STRATEGY 10. Use rhetorical question

1) Violate Manner Maxim

STRATEGY 11. Be ambiguous

STRATEGY 12. Be vague

STRATEGY 13. Over-generalize; it relates to the use of proverbs.

STRATEGY 14. Displace hearer

STRATEGY 15. Be incomplete, use ellipsis.

Directives

According to Vanderveken, directive illocutionary acts with such a polite mode of achievement are said to be *granted* or *refused* when their satisfaction is evaluated (Vanderveken, 1990:189).

Vanderveken (1990:189) classified the types of directive utterances into 56 types. They are direct, request, ask, question, inquire, interrogate, urge, encourage,

discourage, solicit, appeal, petition, invite, convene, convoke, beg, supplicate, beseech, implore, entreat, conjure, pray, insist, tell, instruct, demand, require, claim, order, command, dictate, prescribe, enjoin, adjure, exorcise, forbid, prohibit, interdict, proscribe, commission, charge, suggest, propose, warn, advise, caution, alert, alarm, recommend, permit, allow, authorize, consent, invoke, imprecate, and intercede.

RESULT AND DISCUSSION

There are four politeness strategies that are used by three teachers of Jemema Islamic School Semarang in producing directive utterances, as follows:

1. Bald on Record

This strategy appeared on the use of order, warn, invite and prohibit utterances. There are fifteen utterances belong to order, three utterances belong to warn, one utterance belongs to invite and one utterance belongs to prohibit that use bald on record strategy. The use of this strategy is that when the speaker does nothing to minimize the threat to the hearer's face, which is appeared in ordering, prohibiting, warning and welcoming when the speaker invites hearer and insists that hearer may impose on his negative face.

Teacher 3

Data: "*Astagfirullahaladzim, temen-temen stop!*" (III.5)
'Astagfirullahaladzim, stop friends!'

Based on directive strategy, this utterance is categorized into **order strategy** because the utterance uses verbs that ordering hearer to do something that speaker want. It is not an offer but an order, because the situation is urgent. That time is time to learn. The verb that reflects in using order strategy is "stop". The speaker wants hearer stop talking and playing.

2. Positive Politeness Strategy

Thirty utterances of the data use this positive politeness strategy. There are eight strategies of positive politeness strategy that are used in producing these directive utterances, namely:

2.1 Strategy 2. Exaggerate (interest, approval, sympathy with hearer)

There are two utterances that use this strategy. These utterances use this strategy to produce caution and advise utterance.

Teacher 1

Data: "*Fatah, nanti kamu ngeluarin sesuatu lho.*"(I.43)
"Fatah, you will get something out from your body"

It can be classified into **caution strategy** because it is to advise or warn the hearer to take care of something that it would be bad if he sit on the wrong way. It is categorized into **positive politeness strategy** because it reflects solidarity. It can be seen on using word "*lho*" in the end of this sentence. It applies the second strategy, **exaggerate (sympathy with hearer)**. It reflects the sympathy of the speaker to hearer about the way in sitting.

2.2 Strategy 4 (use in-group identity markers)

There are four utterances that use this strategy, one of which is to produce invite utterance and three of them are to produce order utterance.

Teacher 1

Data: “*Yang tertib dulu*” (I.46)

“Whom orderly student”

It is categorized into **order strategy** although there is not an imperative word directly. The speaker uses **strategy 4 (use in-group identity markers-ellipsis)** by deleting the subject and the verb in producing this order utterance. The speaker chooses the hearer whom orderly student so that the hearers should pay attention to the speaker in order to be the selected students who take a pray.

2.3 Strategy 6 (avoid disagreement)

There are five utterances that use this strategy. This strategy is used to produce the warn utterances.

Teacher 1

Data: “*Ndak usah dapat sticker, gak dengerin temannya hafalan*” (I.29)

“Okey, there is not any person who get sticker, everybody does not hear your friend”

It is classified into **warn strategy** because it is used to warn hearer about something that it would be bad for her if she do it (playing and talking to other students when their friend take a pray in front of class). It can be seen on using “*ndak usah dapat sticker*”. It contains a threat to the hearer, but the speaker also draws her own conclusion without ask the agreement. The speaker avoids disagreement so that she uses this strategy to give a warning to the hearers.

2.4 Strategy 7 (presuppose/ raise/ assert common ground)

There is only one utterance that uses this strategy. It is used to produce advise utterance.

Teacher 1

Data: “*Kalau gak sama mama, sama mbak. Takutnya cotton budsnya masuk. Bilang ke mbak gini... ‘mbak, minta tolong telinganya dibersihkan biar tidak bau’...*” (I.49)

“Whatever with your mother or your maid. I am afraid if you do it by yourself, the cotton bud can be hurt your ears. Say to your maid like this... “Miss, help me clean my ears in order to make it fragrant”

It is categorized into advise strategy that use positive politeness strategy because it reflects solidarity and suggestion that someone perform that action while presupposing that it would be good for him to do it. It can be seen on using “*bilang ke mbak gini*”. The speaker suggests that if the hearer asks her mother/ maid to help her in cleaning her ears. It is better to clean it with a hand of her mother/ maid than by herself in order to avoid the wrong way in cleaning it. It applies this strategy because

there is an utterance that reflects where speaker speaks as if hearers were speaker. It can be seen on “*mbak, minta tolong telinganya dibersihkan biar tidak bau*”.

2.5 Strategy 10 (offer, promise)

There is only one utterance that uses this strategy. It is used to produce advise utterance.

Teacher 1

Data: “*Kalau mau dapat sticker, mana tertibmu?*”

“If you want a sticker, can you be orderly?”

It is categorized into advise strategy that use positive politeness strategy because it reflects solidarity and suggestion that someone perform that action while presupposing that it would be good for him to do it. It can be seen on using “*dapat sticker*” (“get sticker”). The speaker suggests the hearers to be orderly and pay attention to the speaker, and then they will get a sticker from speaker. The speaker promises the sticker will be given to students if they pay attention to her, therefore the speaker uses positive politeness strategy, **strategy 10 (offer, promise)** that containing future action.

2.6 Strategy 11 (be optimistic)

There is only one utterance that uses this strategy. It is used to produce forbid utterance.

Teacher 1

Data: “*Ara, gak ditutupin, Ara*” (I.37)

“Ara, it is not to be closed, Ara”

This utterance uses **forbid strategy** to tell the way in praying. It can be seen on using forbidding word “*gak*” (“no”). in producing forbid utterance the speaker uses **positive politeness strategy** because the speaker imposes the hearer to do the speaker’s want. It applies the eleventh strategy, **be optimistic** because speaker is sure that hearer will do speaker’s want. It does not use bald on-record because the speaker does not use negative sentence in forbidding something. It can be seen on “*gak*” (“no”). The speaker does not use “*jangan*” (“do not”).

2.7 Strategy 12 (include both speaker and hearer in the activity)

This strategy appeared on the usage of order, ask, invite and beg utterances. There are eight utterances belong to invite, four utterances belong to order, two utterances belong to ask, and one utterance belongs to beg that use this strategy. The usage of this strategy is used when the speaker and the hearer in the activity. It is marked by using an inclusive “we” form.

Teacher 1

Data: “*Before we start our lesson today, lets pray together*” (I.15), (II.4), (III.9)

It is classified into **invite strategy** because the speaker invite the hearers to take a pray with her/ him, it can be seen on the word “*let’s*”. In producing invite strategy, the speaker uses this strategy because the speaker wants the hearer take a

pray together with her/ him. It can be seen on the word “we” which means speaker and hearers.

2.8 Strategy 13 (ask for reason)

There is only one utterance that uses this strategy. It is used to produce interrogate utterance.

Teacher 1

Data: “*Lha koq lihatnya sana?*” (I.20)

“So, why do you look at there?”

This utterance uses this politeness strategy in producing this **interrogate utterance** because the speaker needs further explanation of the hearer and ask for reason why he does not look at her when she is explaining the lesson. There is a suspicion of the speaker. She is suspicious that the hearer does not pay attention to her, therefore she uses interrogate strategy and applies thirteenth strategy of positive politeness strategy, ask for reason.

3. Negative Politeness Strategy

Thirty three utterances of the data use this negative politeness strategy. There are six strategy of negative politeness strategy that used in producing these directive utterances, such as:

3.1 Strategy 1 (be conventionally indirect)

There is only one utterance that uses this strategy. It is used to produce interrogate utterance.

Teacher 1

Data: “*Fatah...Bu Lia di sana?*” (I.19)

“Fatah...Is Miss Lia there?”

The utterance seems like a question, but it can be not categorized into **interrogative strategy** because it is not only needs answer “yes or no” but also needs further explanation. It also contains a satire and suspicion therefore it is not categorized into question or ask strategy but interrogative strategy. This utterance does not mean questioning Miss lia’s existence, but questioning the hearer’s attention, why does not look at Miss Lia but look around the class. So it conveys indirectly, therefore it is categorized into this politeness strategy.

3.2 Strategy 2 (Question)

This strategy appeared on the usage of ask utterance. There are ten utterances belong to ask that use this strategy.

Teacher 1

Data : “*Semuanya happy?...iya...Kalo happy senyumnya mana?*” (I.1)

“Everybody is happy? Ya, where’s your smile if you’re happy?”

This utterance seems like a question, but the speaker not only needs the answer but also the action of the hearers. She asks the hearers to do something to the speaker (give/ show their smile). This utterance uses this strategy because the speaker uses interrogative utterance by giving a question (seems in word “mana” that means

“where”) although it is not only need an answer but an action that is expected by speaker.

3.3 Strategy 5 (give deference)

This strategy appeared on the usage of order, beg and caution utterances. There are eleven utterances belong to order, two utterances belong to beg, and one utterance belongs to caution that use this strategy. The usage of this strategy is used when the speaker humbles and raises the hearer.

Teacher 3

Data: “*Ayo silahkan Rafa Aif berdiri, membaca.*” (III.13)
“Rafa Aif, please stand up and read.”

This utterance is categorized into **order strategy**, because the utterance uses verbs that ordering hearer to do something that speaker want. It is not an offer but an order, because the situation is urgent. That time is time to take a pray which is the necessity in learning process. The verb that reflects in using order strategy is “*silahkan*”, “*berdiri*”, “*membaca*”. This utterance is categorized into **negative politeness** because the speaker saves the hearer’s face. It can be seen on using “*silahkan*” (“please”). It applies the fifth strategy, **give deference**. It can be seen on using “*silahkan*” that let the hearer take a pray. It is used by the speaker in order to saving the face of the hearer, so that the hearer feels respected by the speaker.

3.4 Strategy 6 (apologize)

There is only one utterance that uses this strategy. It is used to produce interrogate utterance.

Teacher 3

Data: “*Subhanallah, mohon maaf, Rafa tadi membaca tidak? Kenapa tidak membaca?*” (III.12)
“*Subhanallah, my apology Rafa, but have you read it? don’t you?*”

This utterance uses **interrogate strategy** because the speaker interrogates the hearer why he does not take a pray. The speaker wants the hearer explains the reason of why he does not take a pray honestly and wants the hearer to take a pray again. This utterance is categorized into **negative politeness** because the speaker is saving the hearers’ face and not imposing the hearers. It applies the sixth strategy, **apologize**, because the speaker begs forgiveness when interrogate hearer. It can be seen on the using “*subhanallah*” and “*mohon maaf*”.

3.5 Strategy 7 (impersonalize speaker and hearer)

There are three utterances that use this strategy. This strategy is used to produce the order utterances.

Teacher 3

Data: “*Membaca do’a niat berpuasa*” (III.11)
“Take a pray of fasting”

This utterance uses this strategy to order hearer without stating pronouns “I” and “you”. The speaker uses imperatives word directly without saying the subject. It is to command the hearer so that this utterance is categorized into **order** strategy.

3.6 Strategy 10 (go on record as incurring a debt, or as not indebted hearer)

There are three utterances that use this strategy. This strategy is used to produce the ask and forbid utterances.

Teacher 1

Data: “*Coba Bu Lia mau lihat ah telinganya satu-satu, bersih gak ya?*” (I.45)
“Miss Lia want to see your ears one by one, are they clean?”

The utterance is categorized into **ask strategy** because it is stronger than request. The hearers can not refuse the speaker’s want. The hearers should let the teacher check their ears one by one. The utterance is categorized into **negative politeness** because the speaker is saving the hearers’ face and not imposing the hearers. It applies the tenth strategy, **go on record as incurring a debt**, because here, the hearers have a debt or duty to show their ears and let the teacher to check these ears. They can not refuse the speaker’s wants.

4. Off Record

4.1 Strategy 4 (understate)

There are two utterances that use this strategy. This strategy is used to produce ask utterances.

Teacher 1

Data: “*Wajah marah?*” (I.5)
“Angry face?”

In producing this **ask utterance**, the speaker applies the fourth strategy of **off record strategy (understate)**. It is one way of generating implicatures by saying less than is required. The speaker only says the noun clause “*wajah marah*” (“angry face”) in asking the hearer to show the expression of angry. The speaker does not say the verb and the subject, therefore this utterance is less than is required.

4.2 Strategy 5 (overstate)

There are three utterances that use this strategy. This strategy is used to produce order utterances.

Teacher 1

Data: “*Anak perempuan yang rambutnya panjang, kuciran ada dua, jepitnya ada dua di atas, berdiri*” (I.35)
“A girl whose hair is long, there is two ribbon there, there is two accessories there, stand up”

This utterance uses the fifth strategy of off record politeness strategy in producing **order** utterance. The speaker commands the hearer by saying something more than is necessary. The speaker does not point at the hearer directly by calling her name, but by saying a clue about the hearer who wear a ribbon/ accessories. It is used in order to make the student interested and pay attention the teacher then can guess that clue.

4.3 Strategy 10 (use rhetorical question)

There are five utterances that use this strategy. This strategy is used to produce interrogate, warn, beg and ask utterances.

Teacher 1

Data: “*Nehro mau ditulis kalau gak tertib?*” (I.50)

“Nehro, do you want me to write your name on the white board because you are not listening to me?”

This utterance applies this strategy in producing **warn** utterance by using metaphorical question. It can be classified into this strategy because it is to ask a question with no intention of obtaining an answer. The speaker warns the hearer if he does not pay attention to her, she will write the hearer name on the white board. It seems like a question, but actually it is just a warning to the hearer to be orderly. It does not need the answer.

CONCLUSIONS

From this research, the utterances of the teachers of Jemema Islamic School use negative politeness in their directive utterances as there are thirty-three utterances. In addition, there are positive politeness is thirty utterances, bald on-record strategy is twenty utterances and off-record is ten utterances.

The use of those politeness strategies is influenced by the social factors and dimensions, such as the participant, setting, the topic and the function of these utterances why these are spoken, the social distance and status of the speaker and hearer, the formality and functional scale. Most of these utterances are influenced by the high status of the speaker (teacher), the low intimacy of the speaker and hearer (between teacher and student), and the formal language that is usually used in class. Meanwhile, the social factors and dimension that differentiate the utterances is the setting, topic, and function of the utterances. For example, the use bald on-record, mostly, is influenced by the setting or the situation on the class which is urgent. The speakers mostly use negative politeness to save the hearers' face in order to make hearers' interested in doing the speakers' want.

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