POLITENESS STRATEGIES IN CRITICISMS USED BY THE OVERSEAS STUDENTS OF UNIVERSITAS MUHAMMADIYAH SURAKARTA (UMS)

M. Yoga Oktama[1], Siti Zuhriah Ariatmi[2]
[1]Universitas Muhammadiyah Surakarta
email: myogaoktama@gmail.com[1],
[2]Universitas Muhammadiyah Surakarta
email: szuhriyah@gmail.com[2]

Abstract
This research is aimed to (1) classify the strategies of politeness used by the overseas students of UMS in criticizing and (2) describe how power and distance influence the overseas students of UMS in using politeness in criticism strategies. There are 25 data which were collected through DCT. The data validity is taken through expert judgement. The results of this research shows that (1) the highest percentage belongs to positive politeness strategy with 87 times used (39%), followed by bald on record by 60 times used (27%) and 24% belongs to negative politeness with 55 times used. Off record becomes the least percentage. (2) there are patterns of how distance and power influence the overseas students' decision in choosing politeness strategies. The speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers tend to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.
Keywords: Politeness Strategies, Criticism

1. INTRODUCTION

Criticizing is one of the human abilities and characteristics. Given thought by God, humans tend to show their existences among others by using their abilities in criticizing to speak up in public. When people realize something wrong from their friends or families' members, they tend to give feedback, evaluation, or opinion. Those activities are called criticism. In Oxford Mini Dictionary & Thesaurus (2008), criticism is defined as the expression of disapproval. According to Tsui (1994), criticism is defined as a kind of assessment that gives negative judgment or evaluation of certain people, events, or objects toward the addressee. On the other hand, when criticizing someone, one must pay more attention on how he/she said. He/she must make sure that what he/she says is polite. Criticizing someone politely is important. Since it can hurt one's feeling.

UMS is known by its quality in which overseas students come from many countries around the world such as Malaysia, Thailand, China, Tanzania, Sudan, Russia, and even Mexico. In daily life, they speak their mother language. This fact makes clear that overseas students have to master the use of language appropriately while maintaining the relationship among people in Indonesia by considering the pragmatics competence.

Considering the use of language by the overseas students in UMS, the researcher is interested in measuring their abilities to use politeness strategies in criticisms. At the end of his research, the researcher can classify the strategies of politeness used by the overseas students of UMS in criticizing and explain how power and distance influence the overseas students in using politeness strategies.

There are two theories used to analyze the data, Grundy (2000) and Brown and Levinson (1987). Grundy (2000:127) explained that "... among the aspects of assumed external context

that are particularly determinate of language choice in the domain of politeness are the power-distance relationship of the interactants and the extent to which a speaker imposes on or requires something of his/her addressee." Grundy stated that there are three main factors influence speaker in speaking namely, power properties, distances and imposition. Brown and Levinson found four theories of politeness, off record, bald on record, positive politeness, and negative politeness.

Off record (OR) is described as a strategy which happens when a speaker says something different from what he wants. He/she states a statement that is different from what he/she expects. Bald on record (BR) is kind of politeness strategy which happens when a speaker directly explains or expresses his/her need or want to the hearer. Positive politeness (PP) is used by a speaker to appeal a common goal, and even friendship via expression. Negative politeness (NP) is redressive action uttered to the hearer's negative face in which his/her want is to have his/her own freedom.

There are some previous studies related to this current study. Handayani (2017) found appropriateness of using politeness strategies in criticism utterances. 32% students use appropriate strategy. She found that there are 36% students use BR, 14% use NP, 11% use combination strategies, 6% use PP, and 2% use OR. Diani (2017) found that characters in *The Ugly Truth Movie* are influenced by power and distance when using politeness strategies. BR was influenced by legitimate power, expert power and someone power. PP was influenced by someone's power. NP was influenced by distance of someone. Wijayanto, Laila, Prasetyarini and Susiati (2013) found politeness strategy that is mostly used is BR and PP. BR and PP were mostly used fo they were appropriate to be used across different status and distance. NP and OR were the least strategies used. Nuryani, Sudartinah, and Kurnia (2016) described that payoff and circumstances (power, distance and imposition) influence speakers in using politeness strategies.

Finally, from the explanation above, the researcher conducts research entitled Politeness Strategies in Criticisms Used by Overseas Students of Universitas Muhammadiyah Surakarta (UMS). Related to the previous studies, the position of this currennt study is as a parallel study of previous studies. Parallel study means that the current study has equal position toward previous studies. The differences are found in its objectives, data and data source. It is conducted in order to enrich the knowledge about the particular focus of the study. The aim of this current study is to describe how power and distance influence the overseas students of UMS in using politeness strategies.

2. RESEARCH METHOD

This is a descriptive qualitative research. The data were taken from 25 overseas students of UMS. The data are analyzed using theory of Brown and Levinson (1987) about politeness strategy. In case of data validity , the researcher uses expert judgement. The data were collected through Discourse Completion Task (DCT). DCT is kind of questionnaire consisting of scenario with various situations and including power properties, distances and imposition (Grundy, 2000). DCT is an appropriate strategy used in pragmatics research (Hinkel, 1997). Seran and Sibel (1997) also explained that DCT is very effective instrument.

The following sections are the content of DCT. It contains situations in various conditions.

DCT 1 (Close-Higher): You are parent. You have a son whom you love so much. When you help him to prepare his books for tomorrow, unfortunately you find a piece of paper showing your son's exam result. You find his score is poor. You want to criticize your son. As a parent how do you express your criticism?

DCT 2 (Close-Equal): You have a close friend. You are very close to him/her. One day, your friend made a mistake. He/she was caught stealing money in your school. You want to criticize your close friend. As his/her close friend, how do you express your criticism?

DCT 3 (Close-Lower): You have a grandfather. His health declines. Doctor stated that it was caused by his hobby, smoking. The doctor advised him to stop smoking but you find him still smokes every day. You want to criticize him. As his lovely grandson, how do you express your criticism?

DCT 4(Familiar-Lower): You are a director of a company. Your staff made a mistake when working. Because of his mistake, you got a lot of losses. You want to criticize your staff. As the director, how do you express your criticism?

DCT 5 (Familiar-Equal): You are a student. You are doing your task in classroom. Unexpectedly, your friend comes to annoy you. You feel very disturbed. You want to criticize what he/she has done to you. As his friend, how do you express your criticism?

DCT 6 (Familiar-Lower: You are a student. You have a teacher who always comes late to your class. You think if your teacher always comes late, you can not receive lesson well. You want to criticize him/her. How do you express your criticism?

DCT 7 (Unfamiliar-Higher): You are a police. You stop a motorcyclist because he does not wear helmet and violates traffic sign. You want to criticize him/her. As a police, how do you express your criticism?

DCT 8 (Unfamiliar-Equal): You are in an airport. You see a passenger littering. As a passenger who cares about the environment, you want to criticize him/her. As a fellow passenger, how do you express your criticism?

DCT 9 (Unfamiliar-Lower): You are a primary school student. You are in canteen of your school. At that time you see an old man (whom you never meet before) smoking. While you know that smoking is prohibited in canteen. You want to criticize the old man. As a student who knows the rules, how do you express your criticism?

3. FINDINGS AND DISCUSSIONS

This part of research discusses classifying the strategies of politeness used by overseas students of UMS in criticizing and how power and distance influence overseas students in using politeness strategies when criticizing someone. First, the researcher analyzes kinds of politeness strategies used by speaker using theory of Brown and Levinson (1987). Then, to discribe how power and distance influence speaker in using politeness strategies, the results of the first step are analyzed using theory of Grundy (2000).

3.1. *Politeness Strategy*

This sections discuss strategies used by overseas students in using politeness strategies when criticizing someone. They use the all three strategies.

3.1.1. *Off Record (OR)*

OR is a strategy which happens when a speaker says something different from what he wants. He/she only states a statement that is different from what he/she expects. In the case of criticizing, OR is the least used strategy. The speakers tend to use the other three strategies. The following part shows examples of OR.

003/HKH/DCT5/F-E: ***Thanks brother.*** *(DCT 5)*

022/RG/DCT8/U-E: ***I have seen there are garbage bins***, *you can use that to keep environment clean. (DCT 8)*

3.1.2. *Bald on Record (BR)*

BR is kind of politeness strategy when a speaker directly explains or expresses his/her need to the hearer. In case of criticizing hearers, the speakers which are overseas students have tendency in using politeness strategies. The tendencies happen when the speakers are familiar-higher, and unfamiliar equal toward hearers. The following examples show the data of BR.

001/FA/DCT8/U-E: **Please throw your trash** *into a dustbin (DCT 8)*

*018/K/DCT3/C-L: **Keep continue.** If you want to die hurry up (DCT 3)*

3.1.3. *Positive Politeness (PP)*

PP is used by a speaker to appeal a common goal, and even friendship via expression. In this case, the speakers have tendency to use PP. The tendencies happen when the speakers are close-higher, close-lower, familiar-lower, and unfamiliar-lower to hearers. The following data are examples of PP.

*007/NNBZ/DCT2/C-E: **Sister**, you know stealing is against the religion right? If you have financial problem, ask me if i can help you. (DCT 2)*

*005/HF/DCT4/F-H: **Our company** suffers losses because of a mistake that happened let's us know what is the reason for that and avoid doing such a mistake again! (DCT 4)*

3.1.4. *Negative Politeness (NP)*

NP strategy is a strategy used by speaker to redress his/her action toward the addressee's negative face: his want to have his freedom of action unhidered and his attention unimpeded. In this case, the tendencies of speakers in using NP appear when they are close-equal, familiar-equal, and unfamiliar-higher than hearers.

*007/NNBZ/DCT6/F-L: **Sorry** teacher. I think being late to class its a little bit bad behaviour to be shown by a good teacher like you. (DCT 6)*

*025/MSS/DCT6/F-L: **I'm sorry** mr/mam, I feel that the learning activities that we do are not maximal because you always comes not on time. I hope you can be more timely so that learning activities can be done well. (DCT 6)*

The following table 3.1.1. *The Use of Politeness Strategies* shows strategies of politeness used by overseas students when criticizing someone. The table sums that there are tendencies used by overseas students. The tendencies are different in each DCT. The summary of strategies used by overseas students is drawn on the chart below.

Table 3.1.1. The Use of Politeness Strategies

DCT	Politeness Strategies				
	OR	BR	PP	NP	NB
1		4	**14**	5	2
2	1	6	8	**10**	
3	1	2	**19**	2	1
4	1	**12**	5	4	3
5	2	8	5	**10**	
6	2	2	**13**	4	4

7		6	9	**10**	
8	2	**13**	6	3	1
9	1	7	**8**	7	2
Total	10	60	87	55	13

Based on the table 3.1.1., can be described that the chart containing percentage of using politeness strategies. The following chart (3.1.1.) clearly shows that the most used strategy is PP and the least is one is OR.
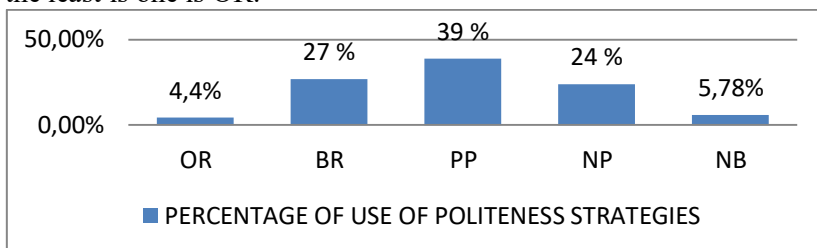

Chart 3.1.1. The Percentage of Use of Politeness Strategies

The table above shows that the overseas students use all the four strategies with a different percentage. The highest percentage of use is PP strategy with 87 times used (39%), followed by BO by 60 times used (27%) and 24% belongs to NP with 55 times used. OR becomes the least percentage of usage of politeness strategies. There are also 13 data which can not be classified (5,78%).

3.2. *Influence of Power and Distance*

The different choices in using politeness strategies are influenced by power and distance. The power includes higher, equal, and lower status of speaker toward hearer. The distance includes closeness, familiarity, and unfamiliarity of speaker toward hearer. The following charts explain how they influence.
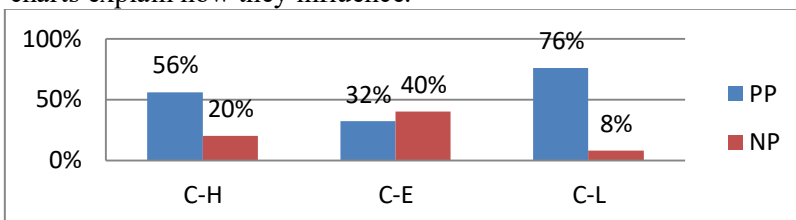

Chart 3.2.1. Close Distance to Different Power

The chart shows a comparison between three DCT. They are DCT 1, DCT 2, and DCT 3. The three DCT have same distance (close) but the power is different. The power of DCT 1 is higher, DCT 2 is equal, and DCT 3 is lower. The result explains that there are different tendencies in using politeness strategies. The speakers who are close and higher and those who are close and lower than hearers have tendency to use PP. The percentage of each DCT is 56% and 76%. Those who are close and equal to the hearers have tendency to use NP (40%).
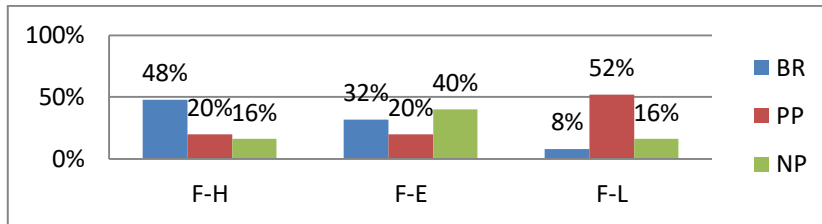
Chart 3.2.2. Familiar Distance to Different Power

The chart shows a comparison between three DCT. They are DCT 4, DCT 5, and DCT 6. The three DCT have same distance (familiar) but the power is different. The power of DCT 4 is higher, DCT 5 is equal, and DCT 6 is lower. The result, there are different tendencies in using politeness strategies. The speakers who are familiar and higher have tendency to use BO (48%). Those who are familiar and equal to the hearers have tendency to use NP (40%). Finally, those who are familiar and lower than hearers have tendency to use PP (52%).
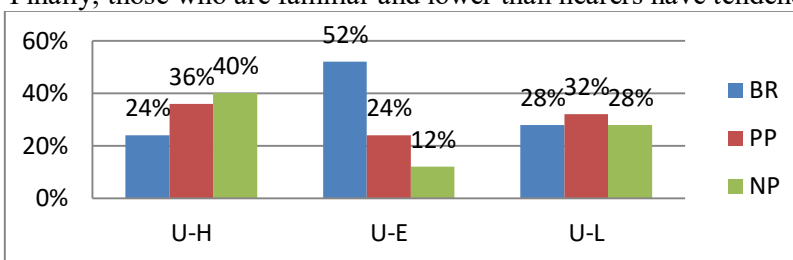

Chart 3.2.3. Unfamiliar Distance to Different Power

The chart shows a comparison between three DCT. They are DCT 7, DCT 8, and DCT 9. The three DCT have same distance (unfamiliar) but the power is different. The power of DCT 7 is higher, DCT 8 is equal, and DCT 9 is lower. The comparison explains that there are different tendencies in using politeness strategies. The speakers who are unfamiliar and higher have tendency to use NP (40%). Those who are unfamiliar and equal to the hearers have tendency to use BO (52%). Finally, those who are unfamiliar and lower than hearers have tendency to use PP (32%).
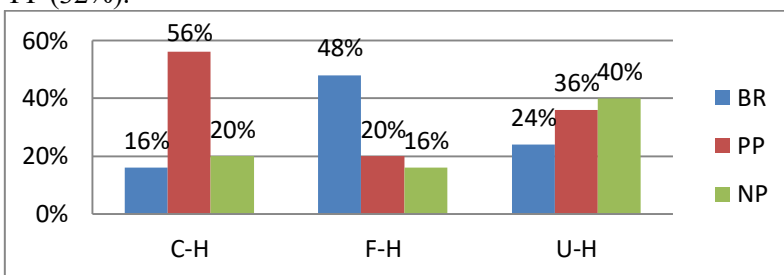

Chart 3.2.4. Higher Power to Different Distance

The chart shows a comparison between three DCT. They are DCT 1, DCT 4, and DCT 7. The three DCT have same power (higher) but the distance is different. The distance of DCT 1 is close, DCT 4 is familiar, and DCT 7 is unfamiliar. The comparison explains that there are different tendencies in using politeness strategies. The speakers who are close and higher have tendency to use PP (56%). Those who are familiar and higher to the hearers have tendency to use BO (48%). Finally, those who are unfamiliar and higher than hearers have tendency to use NP (40%).
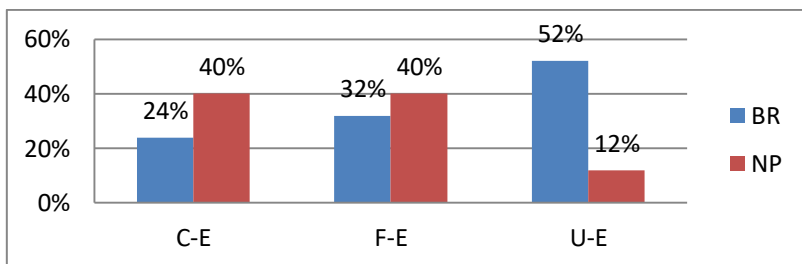
Chart 3.2.5. Equal Power to Different Distance

The chart shows a comparison between three DCT. They are DCT 2, DCT 5, and DCT 8. The three DCT have same power (equal) but the distance is different. The distance of DCT 2 is close, DCT 5 is familiar, and DCT 8 is unfamiliar. The comparison explains that there are different tendencies in using politeness strategies. The speakers who are close and equal and those who are familiar and equal have tendency to use NP. The percentage of NP in both DCT 2 and DCT 5 is 40%. Finally, those who are unfamiliar and equal to the hearers have tendency to use BO (52%).
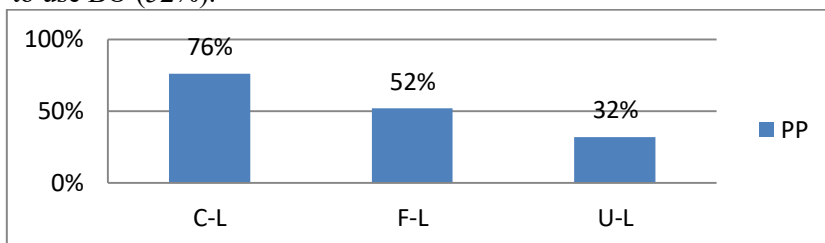

Chart 3.2.6. Lower Power to Different Distance

The chart shows a comparison between three DCT. They are DCT 3, DCT 4, and DCT 5. The three DCT have same power (lower) but the distance is different. The distance of DCT 3 is close, DCT 6 is familiar, and DCT 9 is unfamiliar. The comparison explains that the tendency of speakers in using politeness strategy is same. They tend to use PP. However, the different distance, in this case, has influenced the speakers in using politeness strategy. It can be seen from the different percentages shown in the table above. The percentages are 76%, 53% and 32%.

In sum, table 4.30, 4.31, and 4.32 proves that power of speakers toward hearers influences them in choosing politeness strategies. Then, table 4.33, 4.34 , and 4.35 proves that distance influences speakers in using politeness strategies.

Finally, recognizing that distance and power influence the speakers in choosing politeness strategies, the researcher sums up the patterns of how distance and power influence on the speakers' decision in choosing politeness strategies. The speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers tend to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.

Table 4.36. The Influence Pattern of Power and Distance

| DCT	DISTANCE	POWER	TENDENCY OF USING STRATEGIES OF CRITIQUE
1	Close	Higher	Positive Politeness
2	Close	Equal	Negative Politeness
3	Close	Lower	Positive Politeness
4	Familiar	Higher	Bald on Record
5	Familiar	Equal	Negative Politeness
6	Familiar	Lower	Positive Politeness
7	Unfamiliar	Higher	Negative Politeness
8	Unfamiliar	Equal	Bald on Record
9	Unfamiliar	Lower	Positive Politeness
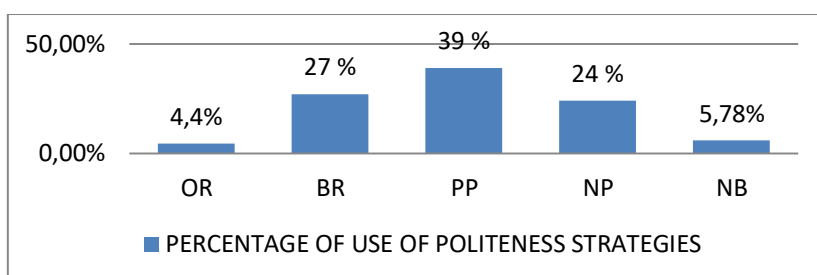
Chart 3.2.7. Percentage of Use of Politeness Strategies

Compared to some previous studies, this current study has differences. Handayani (2017) found appropriateness of using politeness strategies in criticism utterances. 32% students use appropriate strategy. She found that there are 36% students use BR, 14% use NP, 11% use combination strategies, 6% use PP, and 2% use OR. On the other hand, this current research has found that 4,4% use OR, 27% use BR, 39% use PP and 24% use NP. Diani (2017) found that characters in *The Ugly Truth Movie* are influenced by power and distance when using politeness strategies. BR was influenced by legitimate power, expert power and someone power. PP was influenced by someone's power. NP was influenced by distance of someone. Wijayanto, Laila, Prasetyarini and Susiati (2013) found politeness strategy that is mostly used is BR and PP. BR and PP were mostly used fo they were appropriate to be used across different status and distance. NP and OR were the least strategies used. Nuryani, Sudartinah, and Kurnia (2016) described that payoff and circumstances (power, distance and imposition) influence speakers in using politeness strategies. This current study found that the speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers have tendency to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.

4. CONCLUSION

Implementing the theory of Brown and Levinson in findings, the researcher gets a conclusion of his research. The conclusion shows that (1) the highest percentage of use is PP strategy with 87 times used (39%), followed by BO by 60 times used (27%) and 24% belongs to NP with 55 times used. OR becomes the least percentage of usage. (2) the speakers who are close-higher, close-lower, familiar-lower, and unfamiliar lower toward the hearers tend to use positive politeness. Those who are close-equal, familiar-equal, and unfamiliar-higher to hearers tend to use negative politeness. Finally, those who are familiar-higher and unfamiliar-equal toward the hearers tend to use bald on record strategy.

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