

A Pragmatic Analysis of Politeness in Dialogue Texts of *Developing English Competencies* E-Book for the Tenth Grade of Senior High School By Achmad Doddie et.al

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Abstract : This is a pragmatic study which aims at identifying types of politeness strategies employed in the dialogue texts of *Developing English Competencies* E-book for Grade Tenth Senior High School by Achmad Doddie et al. and describing the way politeness strategies are realized in the dialogue texts. This descriptive qualitative study concerned with the description of the data in the form dialogue texts in which politeness strategies and principles exist. The data source was an e-book downloaded from website belongs to ministry of education, that is <http://bse.kemdibud.go.id>. This study was conducted through identifying the data, classifying the categorized data, analyzing the classified data, interpreting the data, reporting the findings and presenting the data in the discussion. To achieve data trustworthiness, the data sheets were checked by the researcher and his peers. The finding shows that positive politeness strategy occurs 24 of 44 data total (54.5%). The second position was bald on record which occurs 14 times (31.8%) and then negative politeness strategy with 5 times occurrence (13,6%). While off-record politeness strategy was not found in the data. Since positive politeness is mostly used the dialogue texts, it shows that the authors would like to emphasize the closeness between the speaker and the hearer.
Keywords: e-book, pragmatics, politeness strategies

Abstrak: Penelitian ini adalah penelitian ilmu pragmatics yang bertujuan untuk mengidentifikasi jenis-jenis politeness strategi yang termuat dalam teks dialog dari buku elektronik *Developing English Competencies* untuk kelas X Sekolah Menengah Atas karya Achmad Doddi dan kawan-kawan serta menjelaskan bentuk pengunggaan strategi tersebut dalam teks-teks dialog. Penelitian ini merupakan penelitian deskriptif kualitatif yang berfokus pada pendeskripsian data dalam bentuk dialog teks yang terdapat muatan politeness strategy dan politeness principle di dalamnya. Sumber data yang digunakan adalah buku elektronik yang diunduh dari website kementerian pendidikan yang beralamatkan di <http://bse.kemdibud.go.id>. Penelitian ini dilakukan dalam beberapa tahap, yakni mengidentifikasi data, mengelompokkan data menganalisa data yang telah dikelompokkan menginterpretasi data menuliskan hasil penelitian, dan menyajikan hasil penelitian. Untuk mendapatkan data yang terpercaya, lembar data yang telah dikelompokkan diperiksa kembali oleh peneliti dan rekan-rekannya. Hasil penelitian menunjukkan positive politeness merupakan bentuk yang paling banyak dipakai. Terdapat 24 positive politeness dari total 44 data yang ditemukan atau sebanyak 54,5%. Politeness strategi terbanyak kedua adalah bald on record yang muncul sebanyak 14 kali (31,8%), dan selanjutnya yakni negative politeness sebanyak 5 kali (13,6%). Sedangkan off record strategy

tidak ditemukan sama sekali. Hasil temuan bahwa *positive politeness* adalah yang paling banyak dipakai dalam teks dialog dari buku tersebut menunjukkan bahwa sang penulis berusaha menekankan kedekatan antara sang pembicara dan lawan bicara.

Kata kunci: buku elektronik, pragmatics, politeness strategy

Introduction

In the process of communication, what people utter sometimes does not represent what they mean. In other words, the speakers have another meaning behind what is said. The listeners, as the partner of communication, have to be able to interpret this meaning since the speakers' intention is implicitly stated. Based on what Yule statement that pragmatics is the study of speakers' meaning (1996:3), then it has such a consequence for people to do deeper analysis to what people mean by their utterances than what the words explicitly stated in their utterances. Started from this point, it is then interesting to take this language phenomenon to be further observed. This study of language that is concerned with meaning of utterances is pragmatics. The phenomenon of politeness features happens in overall society, in all language used around the world. It also happens in English as a language which has been being taught at schools in Indonesia. English is taught at school starting from elementary school level to the higher levels. English education in junior high school starts to introduce English language from short texts and it will be more complex for the higher levels.

There are some teaching materials which can be used by English teachers to support English education. The material can be real objects, video, audio, pictures, or textbook. Those materials are commonly used by English teachers but not all of them are effective nor every teacher can prepare all of those materials for their English classes.

Textbook is one of some important teaching materials which supports teaching and learning activities. Textbook is mostly used by teachers as a source of learning activities because of some advantages it has. Fredericks (2005: 64) explains there are some of the advantages of textbooks are: Textbooks are especially helpful for beginning teacher, they provide organized units of work, they are a detailed sequences of teaching procedures that tell the user what to do and when to do, and they can be good resource for both teachers and students. Based on those advantages, textbook is commonly used by teachers for their teaching materials.

On the other hand, there are some weaknesses related to textbook as the main source of English teaching and learning activity, such as: The textbook is designed as the only source of information and is sometimes out of date, textbook doesn't take students' background knowledge into account. Moreover, especially in Indonesian, there is another problem that not everyone can own textbook caused by economic condition. Therefore, e-book program was held by government as a solution that students would acquire English textbook in a relatively lower cost than printed books. Hence, this study was conducted in order to analyze whether this kind of e-book, *Developing English Competencies e-Book for Grade Tenth Senior High School* By Achmad Doddie et al, is appropriate for

English teaching and learning in Indonesia related to pragmatics cases especially politeness. Therefore, this study is conducted in order to analyze the use of politeness strategies of its dialogue texts.

Based on the formulation of problem, the objectives of this study were: (1) to identify types of politeness strategies employed in the dialogue texts of *Developing English Competencies* e-book for Grade Tenth Senior High School, and (2) to describe the way politeness strategies are realized in the dialogue texts of *Developing English Competencies* e-book for Grade Tenth Senior High School.

Research Method

This is a descriptive qualitative method, since the goal of this study was to understand the findings of language phenomena of politeness strategies. The primary data used in this study were dialogue texts contained in *Developing English Competencies* e-book for Tenth Grade Senior High School by Achmad Doddie et al. The material was downloaded from website belongs to Indonesian ministry of Education and Culture, that is <http://bse.kemdibud.go.id>. The data was in the form of utterances in dialogue texts. Data collection technique used in this research is unobtrusive measures. It is one of the data collection techniques that can be employed in qualitative study. Gray (2004: 263) explains that this technique can be used in gathering non –reactive sources such as drawing, textbooks, films, etc. Therefore, this technique is suitable for this research in which the data is taken from a textbook. The main instrument of the researcher is the researcher himself. The researcher was involved in all process of observing and collecting data from the source, analyzing and explaining or interpreting the data. After gaining and collecting the data, the next step conducted by the researcher is analyzing the data. The method of data analyzing is by conducting some steps, they are: Reading and understanding the whole dialogue texts in the e-book, choosing utterances related to politeness principles, describing (interpreting) the problem of the sentence related to politeness, giving correction for the problem, and drawing conclusion.

Findings and Discussions

After conducting data analysis, the researcher found that there were only three types of politeness strategies from four types proposed by Brown and Levinson. The three type found in the data analysis are: bald on record, positive politeness, and negative politeness. Meanwhile, off-record politeness strategy was not found. The study reveals that positive politeness strategy was most frequently conducted among others. Based on the table, there are 44 data in this research and the most dominant type of politeness strategy is positive politeness strategy with 24 data (54,5%) and the highest number is found in Chapter III, which uses invitation for the theme, with 14 data. This politeness strategy is usually used by people who live in social situation which they know each other fairly well. Based on the hearer's need to be respected and his want to minimize the distance by showing friendliness, this politeness strategy is commonly used.

The second highest frequency is bald on record strategy with 15 data (34,1%) and the highest number is found in chapter 6, which applies news for the theme, with 9 data. This type of politeness strategy is commonly used in a conversation involving the speaker and the hearer in the same degree such as a student and his class mate. The type of this strategy is performed directly, clearly, and unambiguously. There are some reasons for a speaker to apply this strategy such as the reason of efficiency, task-oriented, the hearer's lower social position, welcome, request, and close social relationship.

The Third highest frequency of politeness strategy is negative politeness strategy with 5 data (11,4%) and the highest number is found in chapter 3 with 4 data. This type of politeness strategy is applied to create a communicative relationship by making space between speaker and hearer and it is frequently used by the speaker by stating indirectly what he expects with his utterance.

There are some sub-strategies of negative politeness strategy used by the researcher to classify the data into Positive Politeness strategy. Those sub-strategies are being indirect, apologizing, giving deference. This type of politeness strategy is the least type used in the book. The last type of politeness strategy is off record. This type of strategy implies indirect uses of language which has more than one interpretation. The study did not find this type of this politeness strategy in the whole dialogue texts of the book.

Conclusions

The finding reveals there are three types of politeness strategies proposed by Brown and Levinson which are employed in the dialogue texts of *Developing English Competencies* for grade tenth e-book, they are bald on record, positive politeness, and negative politeness, while off record is not found. Based on the findings, there are 44 data that represent politeness strategies in the dialogue texts of *Developing English Competencies* for grade tenth e-book. Positive politeness is the most strategy which appears 24 times (54.5%). It is followed by bald on record which occurs 14 times (31.8%). Negative politeness is the least politeness strategy found in the data with 5 times appearance (13.6%). Meanwhile, off record strategy was not found at all.

The number of politeness strategies distribution in the chapters of the book reveals that Chapter III which discusses invitation contains the highest number of appearance with 21 times. The second one is Chapter V discussing thanking with 10 times of appearance. It is followed by Chapter VI (discussing news, 9 times), Chapter II (discussing expressions of sympathy and affection, 2 times), Chapter I and IV (one politeness strategy appearance of each).

Since positive politeness is mostly used the dialogue texts, it shows that the authors would like to emphasize the closeness between the speaker and the hearer.

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