

FORMS AND STRATEGIES OF LANGUAGE POLITENESS USED BY EFL STUDENTS IN MULTILINGUALISM CONTEXT

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ABSTRACT

Politeness, which is an important aspect of creating good relationships in the communication process, is sometimes problematic because there are cultural differences between speakers. This is more likely to happen to foreign language learners who have a variety of complex choices because they are influenced by the language background they have mastered before. Therefore, knowing several aspects of politeness among students is important to know their socio-cultural-pragmatic competences and to formulate a language learning model that can make students become competent speakers in being polite. Thus, the objectives of this study were to: 1) describe the form of language politeness of EFL students in communicating in academic and non-academic fields, 2) explain the language politeness strategies they apply in communicating in both domains, 3) explain language politeness they are based on the politeness scale.

Using a mixed approach, this study collected, analyzed, and interpreted the speech of English Literature study program students of FBS UNY during online learning in the even semester of the 2019/2020 academic year. Instruments in data collection include Microsoft Excel and data sheets.

The results of this study indicate that 1) the positive politeness is higher than the negative politeness significantly. It indicates that student respondents are more oriented towards others in applying language politeness. Thanking and agreeing dominate the speech events of positive politeness. 2) The strategies most frequently used by students in being polite through language are sympathy maxim and obligation maxim (of speaker to others). The maxim of sympathy is applied by minimizing antipathy and maximizing sympathy between the speaker and the others. Meanwhile, the high frequency of obligation maxim (of S to O) which is realized by thanking and apologizing is a sign that these two magic words must be used to maintain politeness and good relations between speakers and interlocutors. 3) With a multilingual background, students have been able to use expressions that represent language politeness appropriately and in context. This can be seen from the very large politeness rate that appropriately spoken in context, namely 98.00%. Even so, there needs to be an intervention in learning in the English Literature study program at UNY to improve the students' pragmatic competence in English language politeness, especially in the context of discussion, namely in giving opinion and expressing disagreement in polite language.

Kata Kunci: *politeness forms, politeness strategies, sociopragmatic politeness scale, EFL, multilingualism*