

CHAPTER 4

DATA ANALYSIS

In this chapter, the writer would like to answer the two questions. The first one is to find out the politeness strategies applied by students when they make requests to their lecturers inside the classroom, and the second one is to reveal the politeness strategies applied by students when they make requests to their lecturers outside the classroom.

4.1 In the classroom.

In this section, the researcher discusses how students interact with their lecturers while in class. This study employed Blum-Kulka's theory of politeness strategies, which were classified into nine categories. The result of the survey on politeness strategies adopted by students is presented in Figure 4.1.

Figure 4.1

Percentage of Politeness Strategies in the classroom

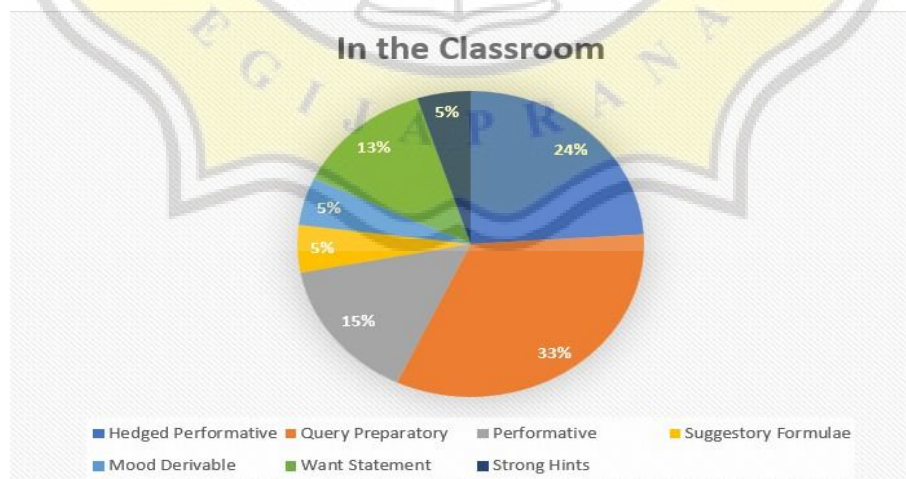


Figure 4.1. shows that Query Preparatory is used by 33% of the students, followed respectively by Hedged Performative (24%), Performative (15%), Want Statement (13%), Strong Hint (5%), Mood Derivable (5%), and Suggestory Formula (5%). Mood-derivable and Suggestory Formula are the least popular strategies, while Query Preparatory is the most popular. This finding is not surprising, considering that the classroom situation is formal. In a formal setting, a request by a student to the lecturer will be more appropriate if stated indirectly. Therefore, indirect strategies such as Query Preparatory, Hedged Performative and Performative Query are more frequently used by the students. When someone intends to communicate something implicitly, they are hedged, whether intentionally or unintentionally.

Examples of Query Preparatory requests used by students are depicted below

Q: When you want to ask permission during a class to pick up a very important phone. What would you say?

A: Sorry sir/madam, may I ask permission to leave the room for a moment to pick up an urgent and important phone?

A: Raise your hand first, then say "excuse me sir/madam my cell phone is ringing. Someone called me and it's very important. Can I pick it up first? Thank you."

The result shows that students make small conversations with their teachers to pick up the ringing phone. Due to the fact that it is seen as being more polite, the students utilize this strategy to interact with the professor in class.

Examples of Hedged Performative requests used by students can be seen below

Q: When you want to ask the lecturer to speak louder during class. What would you

say?

A: sir, I'm sorry, can you speak a little louder?

A: "I'm sorry sir, the voice is still not clear. Can you repeat it again?"

From the questionnaire above, the records suggest that the Hedge Performative is utilized by 24% of the full students. Hedged performative can still be used in formal activities, though it is not always as well-mannered when compared to Query preparatory.

Examples of Performative requests used by students are listed below

Q: When you want to ask the lecturer to speak louder during class. What would you say?

A: Sorry sir/madam, the voice is not very audible. Can you speak louder?

A: Sir, I'm sorry, can you speak a little louder?

From the above survey, it can be seen that performative is in third place, with 15% of students using performative. In fact, Performative is fundamentally less polite than his two previous strategies. However, students using this strategy to communicate something to the instructor find it a more appropriate strategy because the instructor quickly understands what they want.

Examples of Want Statement used by students are depicted below

Q: When you want to ask permission during class to pick up a very important phone.

What would you say?

A: sorry I have to pick up this phone

A: "Sorry sir/ma'am, I want permission to go out for a while to pick up the phone because it's a matter that can't be postponed, thank you sir/ma'am".

There are many types of strategies out there, but the want statement is one of the least used strategies. From the chart above, only 13% of students used Want Statement Strategies because the grammar used indicates that they were informal and not appropriate for use during teaching or learning activities.

4.2 Outside Classroom

In this section, the researcher analyzes the data that has been obtained from the students about how they communicate with the lecturers outside the classroom and describes what categories they use outside the classroom. The result of the survey on politeness strategies adopted by students is presented in Figure 4.2.

Figure 4.2

Percentage of Politeness Strategies outside the classroom

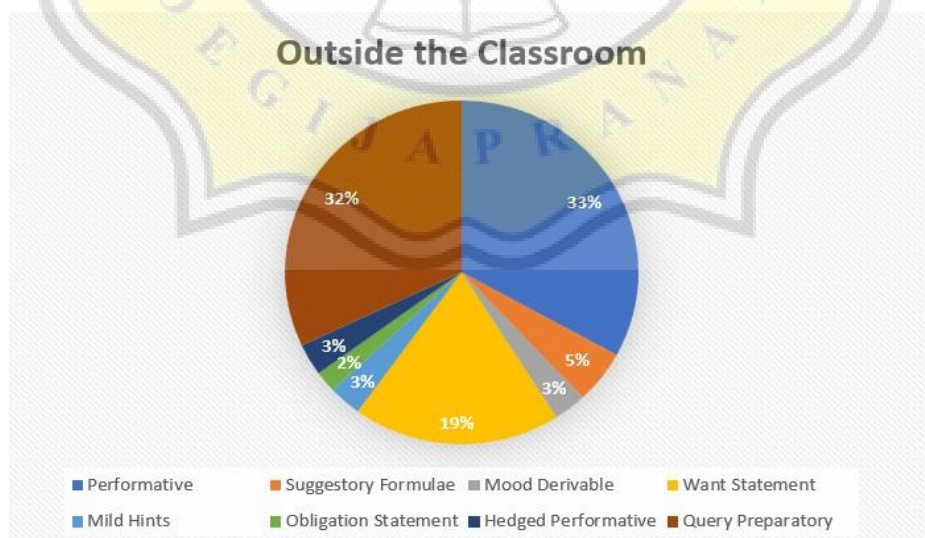


Figure 4.2. shows that Performative is used by (33%) of the students, followed respectively by Query Preparatory (32%), Want statement (19%), Suggestory Formulae (5%), Mood Derivable (3%), Mild Hints (3%), Hedged Performative (3%), Obligation Statement (2%). It can be seen that the least-used strategy is Obligation Statement, while Performative is the most-used strategy.

Examples of performative used by students are depicted below

Q: When you meet with a lecturer outside of class and want to ask for time for consultation regarding assignments. What would you say?

A: Excuse me sir, ma'am, may I ask for a moment?

A: I'm sorry to bother you, may I have a moment to ask an assignment?

From the survey data above, it can be seen that most students use performance strategies more often when communicating with their teachers outside the classroom. This is because outside the classroom, students do not feel the need to be overly formal with their teachers, unlike in the classroom, where they are required to speak and communicate more formally with their lecturers.

Examples of Query Preparatory used by students are depicted below

Q: When you have made an appointment with your lecturer but for some reason, you are late. What would you say?

A: Good morning/afternoon/evening sir/madam..., I apologize profusely that I was unable to attend on time due to the current situation (travel constraints, traffic jams, or

blocked signals when online), are you still willing? to wait for me, or can I reschedule for today's meeting? Thank you

A: Good morning, sir/ma'am, I'm sorry that happened on the day of the meeting according to the promise we made, I couldn't attend it because there was an urgent need that required me to attend it.

From Figure 4.2, we can see that Query Preparatory is second with 32%. Some students find themselves using these strategies outside of the classroom. This is because we feel we need to show respect by speaking in what is called "smooth language" or "formal language" when speaking to elders.

Examples of wants statements used by students are depicted below

Q: When you want to ask for a copy of the material from the lecturer, what would you say?

A: Excuse me sir, may I have the material please?

A: Excuse me sir/ma'am sorry can I ask for a copy of today's material for me to study again at home? Thank you

According to the data above, the "want" statement ranks third with 19%. These strategies are used by students for much the same reasons as his two previous strategies. Want Statements can actually be used to communicate with faculty outside of class, as there is no rule requiring you to speak formally with faculty outside of class. Some students even become friends with their faculty members. This underlies this strategy that students can immediately tell the professor what they want, so the professor knows what the student wants.

Examples of suggestory formulae used by students are depicted below

Q: When you meet a lecturer outside the classroom and want to ask for time for thesis guidance. What would you say?

A: Excuse me sir/madam, sorry to disturb your time. If you are pleased and not busy, I would like to ask for time for thesis guidance, is it possible?

A: "Good morning, sir/madam. I (your name), would like to ask for your time for face-to-face thesis guidance. If you have time, please, do you have time to guide me? Thank you."

From Figure 4.2. The suggestory formula is used by 5% of his students when communicating with the lecturer. A basically suggestory formulae is contained in a fairly formal strategy. This also proves that not all students use only informal language when meeting faculty members outside the classroom. Choose to speak formally with faculty members because speaking to them sounds more polite.

In summary, the most important findings of this research are that when in class, 33% of students mostly use Query Preparatory strategies; this strategy is one of the indirect strategies, so it is very suitable if used in a classroom where the atmosphere is formal. While the research that was obtained when the students and lecturers were outside the classroom found that most of the students used a more direct language, the strategy they used the most was Performative, with a total of 33%.

This is not surprising because the location setting outside the classroom makes students more likely to communicate less formally while in the classroom, but it is possible that there are still 32% of students who still use Query Preparatory strategies because they think that it will be more polite. to speak to older people using formal language.