


## Speech Acts and Politeness Strategies on Student’s Conversation at SMPN 3 Binjai

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Submitted : 9 October 2023 Accepted : 27 November 2023 Published : 28 November 2023	The study's goal is to pinpoint the manners and speech patterns used by SMP N 3 Binjai students. Analytical qualitative analysis was employed by the researcher. Students were the research subject. The research instrument was observation. This study design was based on descriptive qualitative research. The most prevalent speech act utilized by the English instructor and pupils at SMP N 3 Binjai during instruction and learning in the classroom is a directive speech act, according to the conclusion reached through the data analysis procedure. The researcher found 104 utterances were identified as Politeness, 38 as Positive Politeness, and 30 indirect Politeness. It means that 75% of them are positive politeness utterances and 16% are negative politeness, According to the discussion above, it can be stated that Positive Politeness is the predominant form of politeness utilized by students at SMP N 3 Binjai during the teaching and learning process in the classroom. The researcher found that the percentage of the most dominant speech act used by students was 40 % for Directive within 38 frequency utterances and the second Assertive speech act was 33 % within 34 frequency and the total percentage was 73 %. The researcher concluded the most dominant Speech act was the Directive. The findings suggest that Mark Rutte employs a positive rather than a negative politeness style. It is a sign that Mark Rutte wishes to approach or treat his recipient like a friend by employing more considerate manners.
KEYWORDS	
Speech Act , Politeness, Students’ Conversation	
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### Introduction

Language used by humans as a means of communication with the environment conveyed through a speech. The speech can be expressed through written or oral means. The speech which is taken in oral means can be said conversation. Conversation text is informal written talk involving two or more people. (Nuha 2020). Even though conversation is said to be in informal written, however to make the conversations go smoothly among the participants whom take part, the communicative competence is needed. The ability to have the communicative competence surely can make the flow of the conversation easier.

According to Celce-Murcia, Dornyei, and Thurrell (1995) in (Nuha 2020) stated that knowledge of language functions and knowledge of speech act sets make up the two primary parts of the actional competence domain known as language functions. Since communicating meaning is one of a language's functions, so it is undeniable to have effective communication, language learners must have communicative competence. As a result, every communication activity that takes place has a purpose, clear objectives, and an impact or influence on the partner or interlocutor. Therefore, understanding language does not only involve linguistics, but also how language is used by the speaker and the interlocutor. Pragmatics and speech act studies can help in this understand this. The study of language begins with the study of speech acts because language always appears in

action. Meaning in pragmatics involves three sides, namely form, meaning, and context. Understanding these three things is important for good communication in our daily life.

In formal environment or situation such as in school, the communication is also taken in written and oral form. And commonly when the utterances are delivered by the teacher to the students, the speech acts are in formal way. In the conversation which happens between the teacher and the students, we can find many utterances and also actions. All of them are said to be speech acts. According to (Austin, J. I. 1962) in (Fauzia and Tressyalina 2019), a speaker may perform at least three distinct kinds of verbal acts, including restricted, illocutionary, and Rustono's speech acts.

According to (Searle, 1979:30) in (Lestari 2022), a speech act is typically an opinion, but it can also be a word or a phrase if the guidelines required to achieve the objective are met. This is meant to imply that a speech act is an expression that the speaker's words conveys. so the communication is not only about language but also about action. In conclusion, a speech act is an actual utterance, and an act is an activity. Pragmatics is the study of what is suggested in speech when connected to its surrounding context or circumstances.

Previously stated that in formal occasion such as in school, normally there'll be a conversation between students and the teachers in teaching process. And surely the conversations must be in formal form. However, students often do not realize that the conversation they are having is a speech act. And this is of course due to the students' ignorance of what speech acts are. And besides conversations between teachers and students, at school we also find conversations between students. Commonly the conversations taken in informal way. The conversations is more friendly among the students.

In our daily conversation, there are methods for obtaining the things that people want. No exception in the school environment, formal place. When the teachers are in the classroom, the conversations should be in formal function or way, example, Could you clean the white board please?. However, if the conversation is only among the students themselves in the classroom, the students just use the informal function, example, Hey, shut up your mouth! The teacher is speaking now. The use of word 'Could' is used by the teacher to the students, and it shows the politeness. Meanwhile 'Hey' only can be used in conversation among the students and no doubt it is said an informal context. However, it is absolutely needed to be polite in every aspect of our life either in formal or informal situation. Being polite to the person you are speaking to and avoiding insulting them are two examples of being courteous. Being polite shows that you care about how other people are feeling. The word "politeness" refers to conduct that is somewhat formal and detached with the purpose of not interfering with or imposing.

(Prime and Barat 2021) stated that one interactional strategy that aims at building respect for others is politeness. Above stated that being polite is needed either in formal or informal context. In other words language politeness is a habit or custom which applies in the society. Politeness in classroom in teaching process must be built in order to build a good relationship between the teachers with the students. And that's not all, a good relationship must be created among the students in the classroom conversations. From the previous explanations stated above, therefore the research think that speech acts and politeness strategies on students' conversation is needed to be conducted.

**Research Method**

Data from qualitative descriptive research reflect the 'who, what, and where of events or experiences' from a subjective point of view (Cutting and Fordyce 2020). In general, qualitative research is more receptive to incorporating a diverse variety of information and uncovering new concerns. In order to "identify recurring trends or themes and attempt to put together a cohesive depiction of the material" (Marliana and Fachruddin 2020), analytical statements are a method used in qualitative research. This study's design was based on descriptive qualitative research. Based on the interpretation achieved throughout the data analysis process, this study was evaluated and characterized the sorts of speech actions made by the characters in both novels. Speech acts and Politeness on students' conversation at SMP 3 Binjai were the objects for the study. Thus, the subject of the research was the students of SMP 3 Binjai Class VIII which consisted of thirty (32) students. The technique of using multiple data sources in a research study is known as data triangulation, or data triangulation. The utilization of many researchers, interviewers, investigators, data analysts, or observers in a study is known as "investigator triangulate" (Denzin 2017). A multitude of hypotheses are used by theoretical iteration for examining occurrences (Denzin 2017). It is crucial to remember that all of these methodological, data, investigator, theoretical, environmental, and other triangulations necessitate additional time, effort, and financial backing from the researcher. This research will make the using of data triangulation by analysing source of data that is the conversation of the students in the classroom.

**Result and Discussion**

**Data Display**

Data presentation was a collection of information that was organized logically and made it possible to draw inferences. The data was about the Classification the Speech Act there four classify act and the Politeness, there are 14 table were classified. The Data from the table below shows what percentage of speech act and politeness classifications the children uttered. The following are the results of data from researchers regarding speech.

**Table 1.** the Classification of Speech Act

Context	Utterances	SPEECH ACT		
		Directives	Commissives	Expressive
Student's at the classroom	S1: Who wrote it?			√
	S2 : I don't know bro			√
Someone take the his friend's food	S2 : Everything he take from me			√
	S4 : He take my food also			√
Student at the discussion	S5 :Did he say it would hurt?		√	
	S4 : He don't say anything			
Classroom	S5 : take my book	√		
	S6 : This one?			
Student's at the classroom	S7 : Najira, do you use your pen?			√
	S8 : Yes, do you want other?			√

friend's talking about someone	S9 : Yes, darling S10 : Lol ...	√	
Chairman lose his pen	S11 : Where's my pen? Oh, it's in my pocket S12 : throw your eyes	√	
Someone borrow her friend's phone	S13 : What's your cell phone password? S14 : 1 until 8	√	
They talking about celebrity	S15 : If you look at this, many people follow Nessel's account S16 : I don't know who		√
Playing at Aula	S17 : Everyone's celebrity S18 : ha ha so funny	√	
Talking about homework	S19 : Wei...what is the point? S20 : do your homework sis..	√	
Classroom	S21 : Wake up S22 : don't disturb her	√	
Someone ask the full name of her friend's	S23 : Your name is Nadine Diandra S24 : Yes that's my name		√
Talking about her friend name	S25 : Nadine's hear can be said to be a beautiful name S26 : what ? I don't understand	√	
At the classroom	S27 : But yes sih, her name is Diandra. It's like there's a watsapp name like that S28 : I agree	√	
Exercise time	S29: Eh..do you guys practice? S30 : No , I feel to tire	√	
Going to run	S29 : its ok S31 : I'm a bit lazy, I'll see S30 : don't run rizly		√
Study about music	S1 : Still memorizing the song Gugur Bunga, ca? S2 : I think so	√	

They will sing a song	S3 : No, Batak song. I forget S4 : I like that song loh	√		
At the classroom	S5: Eh Jihan, why are you making something about it? Will it? S6 : why? It will be	√		√
Writing on the board	S7 : Yes...I almost wrote what I was going to S8 : clean up the board		√	
Writing book	S9 : Oh yes...we've already done it S10 : almost finish	√		
Looking for his book	S11 : Uh...where's my book? Why are you at the table? S12 : I don't know guys		√	
Friend's talking inform	S13: Look in your bag S13 : already		√	
Ask homework	S14 : How many workers do we work? S15 : only one, writing , you can see in your book	√		
Want to achieve high exam score	S16 : Try to get to number 10 S17 : I only got 70 S18 ; Ex, why are you still on number 5?			√
Exam	S19 : yes , I tired already S20 : Yes, mostly.	√		
At canteen	Luckily, that's a bit of a problem S21 : ok im hungry			√
Ask his friend name	S22 : How is Juan, ca? S23 : I don't know he well		√	
Don't know nothing	S24 : What else Juan? No no S25 : no more	√		
TOTAL		38	34	33

Note:

- 1: Directives
- 2: Commissives
- 3: Expressive

The general classification system, which is based on the data above, provides five categories of general functions carried out by speech acts: representatives, directions, commiserations, expressive, and announcements. The idea was applied to the study to determine the students' categorization of verbal acts.

**Table 2.** the Classification of Positive Politeness

		POLITENESS							
Context	Utterances	POSITIVE POLITENESS							
		1	2	3	4	5	6	7	8
Student's at the classroom	S1 : Why is it so exciting to joke around? S2 : I don't know lo	√							
Someone take the his friend's food	S3 : You're so beautiful, Where's the camera please? S4 : don't try me				√				
Student at the Clinic	S5 : Please Beware of taking photos of people S6 : Yes, don't do that						√		
Classroom	S7 : Oh Thank you for not coming S8 : all right, I will not com		√						
Student's at the classroom	S9 : I'm disgusted when I hear his voice S10 : me also			√					
friend's talking about someone	S11 : . Di, you're just fit to be a football kid S12 : yes , I know that								√
Classroom	S13 : Please go inside S14 : what for?							√	
Someone borrow her friend's phone	S13 : our teacher come already S14 : Every time you don't get in you are selected S15 : oke its oke		√						
They talking about celebrity	S16 : This is similar to Risky S17 : His face or what? S18 : I'm sorry, Her hair is a bit messy					√			√
Playing at Aula	S19 : don't worry , just comb it								
Talking about homework	S20 : Good times, Kauya S21 : Yes nice home work								
Classroom	S22 : Sorry ot in a good mood S23 : oh I know from your face					√			
Someone ask the full name of her friend's	S24 : Account? S25 : This one, I tell you								
Talking about her friend name	S26 : Fruit in the canteen? S27 : I want to eat meatball and orange juice	√							
At the classroom	S28 : It's there S29 : yes please sit down guys								

Total	6	6	6	4	1	8	2	1
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Note:

- 1: Notice, attend
- 2: Be a liar
- 3: Increase curiosity
- 4: Incorporate group identity markers
- 5. Seek consensus
- 6: Avert conflict
- 7: Presuppose
- 8: Joke

From the data above, there is a classification of positive politeness in this research, where each context and utterance has been specified in the table to make it easier for readers to read and find what the utterances are and where the positive utterances are included.

**Table 3.** the Classification of Negative Politeness

Context	Utterances	POLITENESS					
		NEGATIVE POLITENESS					
		1	2	3	4	5	6
Student's at the Canteen	S1 : Rujak?						
	S2 : nice choose , lets go , rujak were coming		√				
Someone take the his friend's food	S3 : No, it's like es kul – kul tu				√		
	S4 : yes kul kul nice						
Student at the discussion	S5 : Be patient			√			
	S6 : not now						
Classroom	S7 : Hurry and write						
	S8 : yes I also scared to miss J						
Student's at the classroom	S9 : Just be quiet first				√		
	S10 : you also, be quiet first						
friend's talking about someone	S11 : It's not a mistake to write						√
	S12 : but that's so ugly.						
Chairman lose his pen	S13 : You're noisy		√				
	S14 : we know that						
Someone borrow her friend's phone	S15 : Joking						√
	S16 : haha so funny						
They talking about celebrity	S17 : Uh...who is that?			√			
	S18 : who? Teacher?						
Playing at Aula	S19 : Your cell phone is poor						
	S20 : watch your mouth						
Talking about homework	S21 : Wait for you dangdutan again	√					
	S22 : lets go dancing again						
Classroom	S23 : The writing is different			√			
	S24 : why? I think she wrote it						
Someone talking about her friend's	S25 : Beby is tomboyish						
	S26 : don't say it				√		
Talking about her friend name	S27 : There's no need to be like that					√	
	S28 : but we also like that every day						



At the classroom	S29 : Try this loan					√
	S30 : wah, that's nice					
Total		2	7	6	5	2
						3

Note:

- 1: Use traditional indirection
- 2: Using a question and an obstacle
3. Possess pessimism
4. Reduce the burden.
- 5: Show respect
- 6: Express regret

From the data above, negative politeness data above, it can be seen which utterances used by students at school are the most dominant. Later, these utterances have been classified according to their respective categories and characteristics.

***The Most Dominant***

*The Most Dominant of Speech Act*

Based on the data, it was found that the most dominant speech acts were students' utterances in the directive and sections, where students carried out more directive speech acts in speaking, namely ordering, reprimanding, carrying out actions ordered by others. This was a normal thing for students to do.

**Table 4.** Percentages of The most Dominant Speech Act Used by Students

No	Illocutionary Act	Frequency	Percentage(%)
1	Directive	38	40

The researcher discovered from the table above that the most common speech act performed by students were directive, which accounted for 40% of utterances with an average frequency of 38, followed by commissive, which accounted for 33% of utterances with a regularity of 34, for a total proportion of 73%. The researcher came to the conclusion that Directive dominated speech acts.

*The Most Dominant of Politeness*

Based on the data, it was found that the most dominant politeness were students' utterances was Positive politeness, where students carried out more polite in speech acts in speaking, namely ordering, reprimanding, carrying out actions ordered by others.

**Table 5.** Percentages of The most Dominant Politeness Used by Students

No	Illocutionary Act	Frequency	Percentage(%)
1	Positive Politeness	38	75

The researcher determined that positive politeness was the most prevalent form of politeness, according to the data in the spreadsheet above, which showed that 75% of students utilized positive politeness out of 38 frequent utterances.



**Findings**

Based on the aforementioned information, the researcher discovered 170 instances of speech acts and politeness made by students during the course of instruction and learning in the classroom. Three speech acts—expressive, directive, and commissive—were utilized in conversations by SMP Negeri 3 Binjai students while they had their talks. There were 170 more utterances made by the pupils than there were 7. 38 directive speech acts, 33 expressive speech acts, and 34 commissive speech acts were used among the 102 utterances. The pupils utilized the directive speech act more often than the other. Subclass prominent of the directive act of speech is asking. There were 38 times that students asked.

There were 170 more utterances made by the pupils than there were 7. Out of 68 statements, politeness was utilized 68 times overall, 38 times positively and 30 times negatively. Positive manners was utilized more frequently than the other among the students. The major subcategory of positive manners is asking. There were 38 times that students asked.

By quantifying the percentage of various types of speech that students at SMPN 3 Binjai employed in conversation, the investigator was able to examine the data. For showing the information, the researcher utilized a table. The table makes it simpler to understand how frequently teachers and students utilize particular speech acts. The following the following table:

**Table 5.** Percentages of Speech Act Used by Students

No	Illocutionary Act	Frequency	Percentage (%)
1	Directive	38	40
2	Commissive	34	33
3	Expressive	33	20
Total		102	100

170 utterances were judged to be illocutionary speech acts, 57 directive act utterances, 40 commissive act utterances, and 30 expressive act utterances, according to the researcher. It indicated that 33% of them are aggressive, 20% are expressive, then and 75% are directed statements. The primary speech act utilized by the English teacher and students at SMP N 3 Binjai during the discussion process in the classroom, as explained above, is directed utterance.

**Table 6.** Percentages of Politeness Used by Students

No	Illocutionary Act	Frequency	Percentage (%)
1	Positive Politeness	38	75
2	Negative Politeness	30	25
Total		68	100

The study discovered 104 remarks that were classified as politeness, including 30 indirect politeness and 38 positive politeness. According to the foregoing explanation, it can be inferred that the majority type of politeness utilized by students at SMP N 3 Binjai during the discussion session in the classroom is Positive Politeness, with 75% of them being positive and 16% being adverse.

The researcher discovered that pupils used imprecise acts as a form of speaking. Because teachers more clearly express their intentions during the teaching and learning process so that students may better comprehend and capture the speakers' intentions, directive acts became the most prevalent student behaviors in 38 utterances. Complimentary speech acts were only used in 34 words, and speech that was expressive in 33 statements.

The study discovered that pupils employ civility in both bad and good ways when speaking. Because teachers more openly communicate their intentions to students during teaching and learning process, students were better able to understand and capture the speakers' intentions, making positive politeness the most prevalent behavior among students in 38 utterances. While only 30 statements of impolite behavior were made.

### **Discussion**

The discussion of the research findings is included in this part. This study made some problem announcements, and that's all the conversation was about. The study's objectives, as stated in the preceding chapter, are to identify the speech acts performed by students to aid in the teaching and learning of English at SMP N 3 Binjai. The politeness and speech acts that students and teachers use to facilitate teaching and learning. The investigator employed George Yule theory to examine the data. According to Yule (Yule, 1996), speech acts can be classified as commissive, instructions, assertive, evocative, or pronouncements; however, the researcher only focuses on these three categories. Following the completion of the study, the researcher identified three categories of speech acts used in the classroom by English teachers and students. According to observations made in November 2019. They were commanding, aggressive, and emphatic.

Based on data findings, the researcher can conclude that the researcher found A total of 127 utterances are classified as improper speech acts, along with 57 directive acts, 40 commissive acts, and 30 expressive acts. It meant that 38% of them are expressive, 33 are forceful, and 75% of them are directive statements. The primary speech act utilized by the English instructor and pupils at SMP N 3 Binjai during the course of instruction in the classroom can be inferred from the explanations given above. The study discovered 104 remarks that were classified as politeness, including 30 indirect politeness and 38 positive politeness. It means that 75% of them are expressions of good manners, 16% are expressions of bad manners. According to the explanation provided above, it can be stated that Positive Politeness is the predominant form of politeness utilized by students at SMP N 3 Binjai during the teaching and learning process in the classroom.

The researcher found that the percentages of the most dominant speech act used by students was 40 % for Directive within 38 frequency utterance and the second was Assertive speech act was 33 % within 34 frequency and total percentage was 73 %.the researcher concluded the most dominant for Speech act was Directive. The researcher found that the percentages of the most dominant Politeness used by students was 75 % for Positive Politeness within 38 frequency utterance and the researcher concluded the most dominant for politeness was positive politeness.

### **Conclusion**

The students in the VII class of SMP N 3 Binjai utilized during the course of instruction and learning based on the findings and discussion. From 170 utterances, the teacher and pupils used three different speech acts. They were commanding, confident, and expressive. The study discovered 110 remarks that are classified as manners, 50 of

which are favourable and 54 of which are negative. It indicated that 75% of them are instructions, 16% aggressive, and 8% expressive statements. According to the justification given above, it can be concluded that upbeat friendliness is the most common type of demeanour used by SMP N 3 Binjai students during the teaching and learning process in the classroom. During the teaching and learning process in the classroom, the investigator discovered verbal behaviours and politeness in 170 student statements. SMN 3 Binjai students employed three different speech acts during the teaching and learning process: expressive, directive, and assertive. There were 170 more utterances made by the pupils than there were 7. 38 directive speech acts, 34 expressive speech acts, and 33 assertive phrases were employed out of 102 total utterances. The pupils utilized the directive speech act more often than the other. Subclass prominent of the directive speech act is asking. The word "asking" was used by students 38 times. There were 170 more utterances made by the pupils than there were 7. Out of 68 statements, politeness was utilized 68 times overall, 38 times positively and 30 times negatively. Positive politeness was utilized more frequently than the other among the students. The major subcategory of courteousness is requesting. There were 38 times that students asked. The writer discovered 12 data that include questions and assertions as a result of the analysis. The findings suggest that Mark Rutte employs a more positive than a negative politeness style. It is a sign that Mark Rutte wishes to be more cordial or treat his addressee like a friend by employing more considerate manners. Positive methods of politeness including exaggeration, intensifying the listener's attention, seeking consensus, avoiding dispute, assuming reciprocity, offering or promising, including the speaker and listener in an activity, assuming reciprocity, giving justification, and giving presents to entertain the listener are used.

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