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THE SOCIO-CULTURAL CONSTRAINTS IN THE IMPLEMENTATION OF POLITENESS STRATEGIES IN THE INTERACTIONS AMONG ENGLISH LANGUAGE EDUCATION STUDENTS

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Article Info

Abstract

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This study aimed to investigated socio- cultural constraints in the implementation of politeness strategies in the interaction among English Graduate Students. This study used discourse analytic approach by involving 30 participants. Source of the data: students'utterances. Methods of collecting data: recording, transcribing and questionnaire. Techniques of analysing data: identifying, categorizing, interpreting, and tabulating. To achieve the trustworthiness used triangulation. The findingsshowed 16 aspects of social constraints: 3 social status (18.75%), 2 social environment (12.5%), 2 family status (12.5%), 2 economy/financial (12.5%), 1 social determinant of health (6.25%), 1 adverse childhood experience (6.25%), 3 social relationship (18.75%), 2 kinship system (12.5%).There were18 cultural aspect constraints: 2 perceptions (11.11%), 2 motivations (11.11%), 3 experiences (16.67%) , 2 emotional (11.11%), 3 cultures (16.67%), 2 physical (11.11%), 2 linguistics (11.11%), and 2 nonverbal (11.11%). The total number of positive politeness were 65 aspects of positive politeness and 39 kinds of negative politeness. The cultural aspect constraints appeared more frequently than social aspect constraints. Positive politeness strategies appeared more frequently than negative politeness strategies. It can be concluded that the participantsmostly used politeness strategies to redress the addressee's positive face.

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INTRODUCTION

Languageis very important for human beings because language is a tool for communication. By using a language, they also can understand what people convey in communication. According to Hornby (1995: 662), language is the system of sounds and words used by humans to express their thoughts and feelings. The expression of thought and feelings is an essential part of communication especially in social interaction.The interaction with other people sometimes needs other languages to convey our idea in the communication. English is one of the languages which is acknowledged as the international language for all people in the world. Most people are interested in understanding and comprehending the language in order to they can communicate and interact by using English. In order to master the language, the students also has to be familiar with many kinds of terms in English. One of them is pragmatics. The comprehending and the realization of pragmatics are very important in the communication.The term pragmatics focuses on speaker meaningconveyed by speaker. In the field of pragmatics, there are also called politeness strategies. Politeness strategies can be said as the way how to soften and threaten someone's face in the conversation.Brown and Levinson (1978: 101-227) divides politeness strategies into four types: bald on record, positive politeness, negative politeness, and off the record or indirect strategies. The term politeness strategiesrefers to verbal message strategies that satisfy the hearer's face. Politeness strategiesused to prevent a violation of the hearer's face. Brown and Levinson convey that there are two kinds of "face" such as negative face and positive face. In the conversation, sometimes, both speaker and hearer use positive politeness and negative politeness. The use of positive and negative politeness strategies can reduce the threat to someone's face in the conversation. But the implementation both of these are restricted or limited by socio-cultural constraint.

The socio-cultural constraint is a limitation or restriction that is faced by students in using their utterances for showing the politeness strategies in the conversation. The difference of socio-cultural background in their environment makes students have problem toward the implementation of politeness strategies in the casual conversation in their daily life. Politeness strategies have an important role in the conversation because using politeness strategies between speaker and hearer can help them to save their face to each other in the conversation in daily life. But sometimes the implementation of politeness strategies can be influenced by socio-cultural constraints as a restriction, the limitation that is encountered by students in the conversation., in accordance with the explanation above, this study attempts to explain socio-cultural constraints in the implementation politeness strategies in the graduate students' interactions.

METHODS

The study was a qualitative case study. It explained and explored a phenomenon or issues related to socio-cultural constraints encountered by English language students in casual conversations. The subjects of the study used were thirty graduate students of the English Language Education ofUniversitas Negeri Semarang.The sources of the data in this study were casual conversations conveyed by the English Language Education students. The researcher focused on socio-cultural constraints in their casual conversation. In addition, the researcher gave questionnaires to the students. The methods used by the researcher in collecting the data were recording, transcribing and giving the students questionnaire. In the process of the technique of data analysis, the research classified some steps such as Identifying, categorizing, and interpreting. To make the result of this study valid, the research should do triangulation in this research. In this study, the researcher used investigation triangulation and methodological triangulation.

RESULT AND DISCUSSION

In this study, the researcher used English language education students as participants. They conducted the conversation with their friends followed transcribing by the researcher. To analyze the data, Joseph A. Vito's socio-cultural theory (1997) used by the researcher in the study. The result of the study can be seen in table below as follows

Table 1. Table Of Social Aspect Constraints In The Casual Conversations

NO	SOCIALASPECT CONSTRAINTS	FREQUENCIES	PERCENTAGE %
1	Social status	3	18.75
2	Social environment	2	12.5
3	Family status	2	12.5
4	Economy/ Financial	2	12.5
5	Social determinant of health	1	6.25
6	Adverse childhood experience	1	6.25
7	Social relationship	3	18.75
8	Kinship system	2	12.5
	Total	16	100

There were eight aspects of social aspects constraints. The total number of social aspect constraints 16 data found. First aspect (social status) and seventh aspect (social relationship) were used by the participants for 3 times(18.75%). Besides that, second aspect (social environment), third aspect (family status), and eight aspects(kinship system) were used by the participants as many as 2 times (12.5%). Finally, sixth aspect (adverse childhood experience) and fifth aspect(social determinant of health) used by the participants was one only

So, it can be concluded that first aspect (social status) and seventh aspect (social relationship) mostly appeared as many as 3 times (18.75%) in the conversation but sixth aspect (adverse childhood experience) and fifth

aspect (social relationship) were the lowest rates appeared in the conversation.

Cultural Aspect Constraining In The Implementation Of Positive And Negative Politeness Strategies

The culture aspect constraints can be divided into eight aspects.Those were: perception, motivation, physical,experience, emotional, culture, linguistic, nonverbal. Based on the data obtained, the researcher found that eighteen kinds of culture aspect constraint. Those were: two (perception), two (motivation), two (physical), three (experience), two (emotional), three (culture), two (linguistics), and two (nonverbal). The researcher showed the aspect of cultural constraint in form of table below.

Table 2. Cultural Aspects Constraints In The Casual Conversations

No	Cultural aspect constraints	Frequencies	Percentage %
1	Perception	2	11.11
2	Motivation	2	11.11
3	Physical	2	11.11
4	Experience	3	16.67
5	Emotional	2	11.11
6	Culture	3	16.67
7	Linguistics	2	11.11
8	Nonverbal	2	11.11
	Total	18	100

Based on the table above, the total number of cultural aspect constraints were 18 aspects. The fourth aspect (experience) and Sixth aspect (culture) were the highest rates used by participants, that was 3 times (16.67%). Furthermore, first aspect (perception), second aspect (motivation), third aspect (physical), fifth aspect(emotional), seventh Aspect (linguistics), and eighth aspect (nonverbal) were the lowest rate, that was 2 times (11.11%) used by participants in the

The Implementation Of Positive And Negative Politeness Strategies

In the process of data analysis, the researcher used the theory of Brown and Levinson's politeness strategies (1987) as the

basic concept in analyzing the data. Furthermore, the students' utterances can be classified into the theory of Brown and Levinson's politeness strategies (1987) especially positive and negative politeness strategies.

Based on the data obtained the researcher found seventy-five strategies of positive politeness. It consisted of two (notice, attend to hearer), three (exaggerate (interest, approval, sympathy with hearer), eleven (intensify interest to hearer), six (use in-group identity markers), five (seek agreement), nine(joke), five (offer, promise), two (be optimistic), two (give or ask for), and two (give gift hearer), five(presuppose/raise/assert common ground), three(assert or presuppose speaker's knowledge of and concern for hearer's want), three(include both speaker and hearer), and three (assume or assert reciprocity). The table of contribution positive politeness strategies could be seen as follow

Table 3. Postive Politeness Aspects In The Casual Conversations

No	The Aspect of Positive Politeness Strategies	Frequencies	Percentage %
1	Notice, attend to hearer (his interest, wants, need, good)	2	3.076
2	Exaggerate (interest, approval, sympathy with hearer)	3	4.61
3	Intensify interest to hearer	11	16.92
4	Use in-group identity markers	6	9.23
5	Seek agreement	5	7.69
6	Avoid disagreement	5	7.69
7	Pressupose/raise/assert/common/ ground	5	7.69
8	Joke	9	13.84
9	Assert or presuppose speaker's knowledge of and concern for hearer's wants	3	4.61
10	Offer, promise	5	7.69
11	Be optimistic	2	2.67
12	Include both speaker and hearer in the activity	2	2.67
13	Give (or ask for)	2	2.67
14	Assume or assert reciprocity	3	4.61
15	Give gifts hearer	2	2.67
	Total	65	100

Based on the table, the total number of positive politeness strategies were 65 strategies. Strategy number 1 (Notice, attend to hearer (his interest, wants, need, good) , strategy number 11 (Be optimistic), 12 (Include both speaker and hearer in the activity), strategy number 13 (give or ask for), and strategy number 15 (give gifts hearer) were used by participants as many as 2 times (2.67%). Furthermore, strategy number 14 (Assume or assert reciprocity), strategy number 9(Assert or presuppose speaker's knowledge of and concern for hearer's wants), and strategy number 2(Exaggerate (interest, approval, sympathy with hearer) used were by participants as many as 3 times (4.61%). Meanwhile, strategy number 5 (seek agreement), strategy number 6 (avoid disagreement), strategy number 7 (presuppose/raise/assert common ground), and strategy number 10 (offer, promise) were used by participants as many as 5 times (7.69%). Besides that, strategy number 4 (use in-group identity markers) used by participants as many as 6 times (9.23%). Hence, strategy number 8 (joke) used by participants as many as 9 times (13.84%). Finally, strategy number 3 (intensify interest to hearer) used by participants as many as 11 times (16.92%).

Negative Politeness Strategies

Based on the theory of Brown and Levinson's politeness strategies, negative politeness strategies can be divided into ten strategies. Those were: Be conventionally indirect, question and hedge, be pessimistic, minimize imposition, a rating of imposition, give deference, apologize, impersonalize speaker and hearer, State the FTA as a general rule, nominalize, and go on record as incurring a debt, or not indebting hearer.

The researcher found thirty nine aspects of negative politeness strategies. It consisted of ten aspects of negative politeness strategies. Those were: eleven (questions, hedges), six (be pessimistic), one (minimize imposition, a rating of imposition), four (give deference), four (apologize), two (physical), two(linguistics) and two (nonverbal). The table of distribution can be shown as follows

Table 4. The Distribution Tabel Of Negative Politeness Strategies

No	Negative Politeness Strategies	Frequencies	Percentage %
1	Be conventionally indirect	3	7.69
2	Question, Hedge	11	28.20
3	Be pessimistic	6	15.38
4	Minimize imposition, rating of imposition	1	2.56
5	Give deference	4	10.25
6	Apologize	4	10.25
7	Impersonalize speaker and hearer	2	5.12
8	State the FTA as a general rule	3	7.69
9	Nominalize	3	7.69
10	Go on record as incurring a debt, or not indebting hearer	2	5.12
	Total	**39**	**100**

Based on the table above, the total number of negative politeness strategies were 39 strategies. Strategy number 7 (impersonalize speaker and hearer) and strategy number 10 (go on record as incurring a debt, or not indebting hearer) used by participants as many as 2 times (5.12%). Besides that, strategy number 8 (state the FTA as a general rule), strategy number 9 (nominalize), and strategy number 1 (be conventionally indirect) used by participants as many as 3 times (7.69%). Furthermore, strategy number 5 (give deference) and strategy number 6 (apologize) found in the conversation as many as 4 times (10.25%). Meanwhile, strategy number 3 (be pessimistic) found in the conversation as many as 6 times (15.38%). Strategy number 2 (question, hedge) used by participants as many as 11 times (28.20%). Finally, there was one datum (2.56%) only found in the conversation, those were strategy number 4 (minimize imposition rating of imposition).

Discussion
Socio-culture Aspect Constraining In The Implementation Of Politeness Strategies

Based on the findings explained above, the researcher showed that there were 16 social aspects constraints that appeared in the conversation. Those were: 3 social status (18.75%), 2 social environment (12.5%), 2 family status (12.5%), 2 economy/financial (12.5%), 1 social determinant of health (6.25%), 1 adverse childhood experience (6.25%), 3 social relationship (18.75%), 2 kinship system (12.5%). Moreover, the researcher found there were 18 culture aspect constraints found in the conversations. It could be divided into 8 aspects of cultural constraint. Those were: perception, physical, motivation, experience, emotional, culture, linguistics, and nonverbal. The result of the study showed that there were 18 culture aspect constraints. Those were: 2 perceptions (11.11%), 2 motivations (11.11%), 3 experiences (16.67%), 2 emotional (11.11%), 3 cultures (16.67%), 2 physical (11.11%), 2 linguistics (11.11%), and 2 nonverbal (11.11%) in the conversation.

The result of the study above showed that the emergence of cultural aspect constraints in the conversation was higher than the emergence of socio aspect constraint in the conversation. The emergence of cultural aspect constraints is mostly used in the conversation. There are 8 aspects of cultural constraints appeared in the conversation. All of the aspects in the cultural constraint can be found by the researcher in the study. It can be identified that cultural aspect constraints gave significant contribution to constrain or restrict students' utterance in the conversation. Furthermore, the emergence of cultural aspect constraints influenced the participants in the conversation because the difference of culture such as a tribe or ethnic group, the variety of dialects became a restriction in the communication.

On the other hand, the emergence of socio aspect constraints in the conversation was lower than the emergence of cultural aspect constraints in the conversation. It can be identified that social aspect constraints did not give significant contribution to the conversation to constrain or restrict the utterances' students because the awareness of social life relationship

in community, the way how to respect with the difference of social status when interact with other people in the social communication, and social environment of people in the interaction with other people.

Besides that, most participants involved in the study camefrom different dialects and tribe, that is why in the communication sometimes there was miscommunication among the participants. Moreover, the difference of perception aspect also influenced the communication in the conversation. Each participant in the study has difference estimation when theyconveyed their utterances in the conversation. It made a problem when they interacted with each other in the conversation. The explanation above was supported by the theory of socio-cultural constraint stated by Joseph A. Vito (1997) who stated that socio-cultural constraint is a culture and social restriction or limitation encountered by speaker or hearer in the communication.

The Implementation Of Politeness Strategies In The Graduate Students' Interactions

There were 65positive politeness strategies found by the researcher in the conversation. According to Brown and Levinson's politeness strategies (1987), there were 15 aspects of positive politeness such as: Notice, attend to hearer (his interests, wants, need, good), Exaggerate (interest, approval, sympathy, with hearer), intensify interest to hearer, use in-group identity markers, seek agreement, avoid disagreement, presuppose/raise/ assert common ground, joke, Assert or presuppose speaker's knowledge of and concern for hearer's wants, offer, promise, be optimistic, include both speaker and hearer in the activity, assume or assert reciprocity, give gifts hearer.

In the result of the study, all of the aspects of positive politeness appeared in the conversation.The Total number of positive politeness were 65 of aspect positive politeness found in the conversations. It consisted of: 2 notice, attend to hearer (2.67%), 3 exaggerate (interest, approval, sympathy with hearer) (4.61%), 11 intensify interest to hearer (16.92%),

5 avoid disagreement (7.69%), 6 use in-group identity markers (9.23%), 5 seek agreement (7.69%), 9 jokes (13.84%), 5 offer, promise (7.69%), 2 be optimistic (2.67%), 2 give or ask for (2.67%), 2 include both speaker and hearer in the activity (2.67%), and 2 give gift hearer (2.67%), 5 presuppose/raise/assert common ground (7.69%), 3 assert or presuppose speaker's knowledge of and concern for hearer's want (4.61%), 2 include both speaker and hearer (2.67%), 3 assume or assert reciprocity (4.61%). It can be interpreted that the aspects of positive politeness strategies were mostly used by the participants in the conversation.

The participants used positive politeness strategies because they tried to reduce the threat someone's face in the conversation and they minimize or avoid the conflict in the conversation. Furthermore, they have a close relationship or they are their classmate. The utterances which are spoken by using this strategy are usually full of friendship language. Based on the explanation above, it can be identified that the participants tried to reduce the threat of someone's face in the conversation. The statement above is in line with Brown and Levinson (1987) who stated that positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisition/values resulting from them) should be thought of as desirable. The use of positive politeness strategies has appeared in the conversation by showing some evidence like what the writer explains above.

Besides that, based on the result of the study the researcher foundthere was 39 aspects of negative politeness strategies appeared in the conversation. The theory of Brown and Levinson (1987) explains that negative politeness consist of 10 aspects of negative politeness, they were: Be conventionally indirect, question and hedge, be pessimistic, minimize imposition, rating of imposition, give deference, apologize, impersonalize speaker and hearer, State the FTA as a general rule, nominalize, and go on record as incurring a debt, or not indebting hearer. In the study the researcher found10 kinds of negative politeness

strategies, they were:11 questions, hedges (28.20%), 6 be pessimistic (15.38%), 1 minimize imposition, rating of imposition (2.56%), 4 give deference (10.25%), 3 states the FTA as a general rule (7.69%), 2 Impersonalize speaker and hearer (5.12%), 3 be conventionally indirect (7.69%), 4 apologize (10.25%), 3 Nominalize (7.69%), and 2 go on record as incurring a debt or not indebting hearer (5.12%)

The emergence of negative politeness strategies was lower than the emergence of positive politeness strategies in the conversation because the participants want to increase the way how to satisfy someone's face in the conversation without doing an imposition. The statement above is in a line with the theory of Brown and Levinson's politeness strategies stated negative politeness strategies is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded.Moreover, the emergence aspect of hedge and question are mostly used in the conversation, the researcher found 11 aspects of hedge and question, it can be identified that here was hesistant or doubtfulness between speaker and hearer in the conversation.

CONCLUSION

The researcher concluded that there were social aspect constraints found in the study. Based on the findings explained above, the researcher showed that there were 16 social aspects constraints that appeared in the conversation. The emergence of social aspect constraints was lower than the emergence of cultural aspect constraints in the conversation. It was influenced by the difference of social status and the difference of social environment. The emergence of cultural aspect constraints is mostly used in the conversations than social aspect constraints. Thoseaspects influenced the participants in the conversations because there was thedifference of cultures (tribe, ethnic group, and kind of dialects). Moreover, each participant has different dialects and tribes. It could cause miscommunication and misunderstanding

among the participants. Hence, the emergence of perception aspectinfluenced the communication in the conversation. Each participant in the study has difference estimation when they were conveying their utterances in the conversation.

The aspect of politeness strategies mostly used by students in the conversation.The students used positive politeness strategies because they tried to decrease or minimize the threat someone'face to the conversation and they have a close relationship or they are classmates. Moreover, they conveyed their utterances which were spoken by using this strategy are usually full of friendship language in which the speaker and hearer knew each other fairly well.Besides that, the aspect of positive politeness strategies was used to avoid conflict in the conversation so it can be identified that the participants tried to reduce the threat of someone's face in the conversation.

The emergence of negative politeness strategies was less than the emergence of positive politeness strategies in the conversation. It was caused by the participants wanted to increase the way how to satisfy someone's face in the conversation without doing an imposition. Moreover, the emergence (hedge and question) aspect are mostly used in the conversation, the researcher found eleven (hedge and question), it can be identified that there was hesistant or doubtfulness between speaker and hearer in the conversation.

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