

**THE REALIZATION OF CRITICISM USED BY MALE AND FEMALE
IN ENGLISH BY ENGLISH DEPARTMENT STUDENTS
OF PADANG STATE UNIVERSITY**

THESIS

*Submitted as a Partial Fulfillment of the Requirements for Strata One (S1) Degree
at the English Department of FBS UNP Padang*



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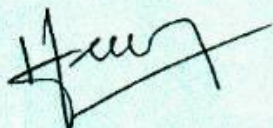
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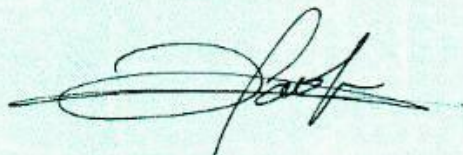
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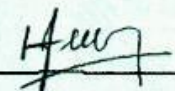
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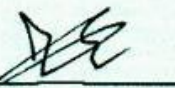
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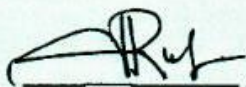
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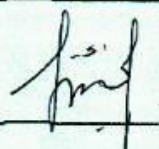
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ABSTRAK

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Di dalam kehidupan sosial, komunikasi selalu terjalin antara pembicara dan pendengar. Antara pembicara dan pendengar terkadang terjadi perbedaan pendapat atau perbedaan pandangan terhadap sesuatu sehingga muncul sebuah kritikan atas perbedaan pandangan tersebut. Dalam menyampaikan kritikan, pembicara memiliki cara yang berbeda-beda dalam menyampaikannya, ada yang secara langsung dan tidak langsung. Dalam skripsi ini, penulis mengkhususkan pembahasan tentang strategi kritikan dalam kajian pragmatik. Penelitian ini bertujuan untuk menemukan bentuk-bentuk strategi kritikan yang digunakan oleh mahasiswa perempuan dan laki-laki jurusan Bahasa dan Sastra Inggris Universitas Negeri Padang.

Metode penelitian yang digunakan adalah metode deskriptif untuk menganalisis data dalam bentuk tertulis, serta menggambarkan dan mengolah data berdasarkan situasi. Data didapat dari penyebaran kuesioner atau *DCT (Discourse Completion Test)*. Bentuk-bentuk strategi kritikan di analisa berdasarkan teori oleh Nguyen (2005) yaitu enam tipe kritikan secara langsung dan sepuluh kritikan secara tidak langsung. Data yang di analisa berjumlah 352 data.

Faktor perbedaan penyampaian kritikan disebabkan oleh jenis kelamin, situasi, serta kedekatan antara pembicara dan pendengar. Hasil penelitian menunjukkan bahwa tipe strategi yang paling banyak digunakan oleh mahasiswa perempuan adalah kritikan langsung yaitu sebesar 65,85% dan sebaliknya mahasiswa laki-laki paling banyak menggunakan kritikan tidak langsung yaitu 34,15%. Antara mahasiswa laki-laki dan perempuan memiliki persamaan yaitu sama-sama paling banyak menggunakan *negative evaluation* yaitu sebesar 18,18% untuk mahasiswa laki-laki dan 22,73% untuk mahasiswa perempuan.

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Padang, January 2015

The Researcher

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LIST OF ABBREVIATIONS

NE	: Negative Evaluation
Dis	: Disapproval
EoD	: Expression of Disagreement
IoP	: Identification of Problem
SoD	: Statement of Difficulties
Cons	: Consequences
Cor	: Correction
IS	: Indicating Standard
DfC	: Demand for Change
RfC	: Request for Change
AaC	: Advice about Change
SfC	: Suggestion for Change
EoU	: Expression of Uncertainty
OH	: Other Hints
SD	: Social Distance

CHAPTER 1

INTRODUCTION

1.1. Background of the Problem

Communication is the exchange of information or ideas from a person to another. In a communication, it involves a speaker, a hearer, and an utterance by the speaker. To communicate is to express a certain attitude. Effective communication can occur if hearer understands the idea or the information that speaker intends to say. When people communicate, there must be an act to do something as the consequences of utterances. This act is called speech act.

Speech act is part of language, it concerns in what people say through the language, such as in meaning of the utterances. Cohen and Olshtain (1993:33-56) state that in communication process, many aspects will be found in relation to speech act, such as request, order, apologize, suggestion, promise, command, and expression. It means that a speech act is best described as in saying something; people do something such as asking a question, making a request or ordering or making a promise.

A speech act is an utterance that serves a function in communication. Austin and Searle (in Schrifin, 1994:367) state that when people perform physical acts in the same way, people can also perform acts by using language which is called speech act. As additional, Yule (1996:48) also says that on any occasions, the action performed by producing an utterance will consist of three related acts, they are a locutionary, illocutionary, and perlocutionary. The locutionary act is the

actual words that the speaker uses, the illocutionary act is the intention or force behind the words, and the perlocutionary act is the effect the utterance has on the hearer. For example, in the sentence 'It's hot here!' the locutionary act is simply the statement that the temperature in the room is high. The illocutionary act refers to what the speaker intended to achieve by making the utterance, in this case that the hearer opens the window or turns on the air conditioner. The perlocutionary act is the hearer interprets the sentence from the speaker as a request and remedy for the situation.

Criticize is a part of speech act studies, as a part of pragmatic. Criticize can be used to express disapproval of someone or something and to evaluate. According to Wierzbicka (1987:181) criticize refers to an illocutionary act whose illocutionary point gives negative evaluation on the hearer's (H) actions, choice, words, and products for which he or she may be held responsible. This act is performed in hope of influencing H's future actions for the better for his or her own benefit as viewed by the speaker (S), or to communicate S's dissatisfaction/discontent with or dislike regarding what H has done but without implying that what H has done is undesirable consequences for S. For example, a criticism can be a compilation of an expression of negative evaluation, a statement of the act of wrong doing, and a suggestion for change.

A criticism can be realized by either direct or indirect strategies. Direct criticism is explicitly pointing out the problem with H's choice/actions/work/products, etc. Meanwhile, indirect criticism is implying the problems with H's choice/actions/work/products, etc. Wajnryb (1993:74-84)

states that an effective criticism must be simple, specific, and it also needs to be softened. For example, avoiding being too negative, using internal and external modifications to lessen the harshness of the criticism and avoiding to impose on the addressee.

To deliver criticism also must be paid attention to whom the criticism is being delivered. It means that the critic needs to consider how to deliver the criticism whether the critic and the hearer are close or not. The social distance between critic and hearer may cause different strategies in delivering criticism. In addition, gender also affects how to deliver criticism. Tracy and Eisenberg (1990:37-70) state that in giving criticisms, females are found to be more face-attentive than males.

Related to the explanation above, there are some reasons why the researcher was interested to do this research with the title: “The Realization of Criticism Used by Male and Female in English by English Department Students of Padang State University”. This research studied about the criticisms strategies. Through this research, the researcher classified it to male and female students and formal and informal situations that used by English Department students in State University of Padang. The researcher decided to choose it because each student of English Department has different way in delivering criticism. Social distance and gender of the participant roles affected how the form of criticisms are different. Besides that, English learners had different ways in delivering criticism and different forms of criticism.

1.2 Identification of the Problem

This research can be done in some linguistics fields which are semantics, sociolinguistics, pragmatics, and discourse analysis. In semantic study, this research can be analyzed the meaning of criticism that uttered by the students whether the criticism is just to criticize, or to change the hearer's opinion, or just need their opinion is known by others. In sociolinguistics, the study of criticism can be analyzed based on different gender and the socio-cultural background that speakers or hearers have. In pragmatic study, it can be analyzed based on speech acts. Speech act is best described as in saying something; people do something such as asking a question, making a request or ordering or making a promise. In addition, criticism can be classified into different kind of acts. The last is discourse analysis. In discourse analysis, the criticism can be studied based on tenor of discourse or roles of participants have whether in different social distance, gender, and power.

1.3 Limitation of the Problem

Based on the identification of the problem above, this research was limited to pragmatics and discourse analysis. In pragmatics, the researcher focused on realization the act of criticism. In discourse analysis, the researcher analyzed criticism based on the tenor of discourse which means the participant roles in communication.

1.4 Formulation of the Problem

The problem of the study was formulated as follows: What are the realization strategies used by male and female in English by English Department students?

1.5 Research Questions

The problems of the study were elaborated into the following research questions:

1. What are the realizations of criticism strategies which are mostly used by male in English by English Department students?
2. What are the realizations of criticism strategies which are mostly used by female in English by English Department students?
3. What are the similarities and differences between criticism strategies used by male and female in English by English Department students?

1.6. Purposes of the Research

In writing this research the researcher wanted to achieve some objectives that could answer the problem of this research. The objectives were:

1. to find the realizations of criticism strategies which are mostly used by male in English by English Department students.
2. to find the realizations of criticism strategies which are mostly used by female in English by English Department students.
3. to find the similarities and differences between criticism strategies used by male and female in English by English Department students.

1.7. Significance of the Study

This research hopefully can give contribution about speech act in linguistics study especially in pragmatics field. Through this research, it is expected to the readers may be able to understand how to use speech act appropriately. The researcher also hopes that this study provides a better method for other researcher to conduct further research about speech act.

1.8. Definition of Key Terms

- 1) Speech Act : the way of using or treating the words by the people in communicating one and another.
- 2) Criticize : speaking, discussing or writing about a thing or person's personal and public matters. It does not mean in a bad way but also in a good way.
- 3) Pragmatics : a subfield of linguistics which studies the ways in which context contributes to meaning.
- 4) Discourse Completion Test : a tool that linguist used to elicit particular speech act and it consists one-sided role play.
- 5) Social Distance : the relationship between speaker and hearer in criticizing.

- 6) Gender : the concern to the psychological, social and cultural differences between male and female in completing Discourse Completion Test.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Speech Act Theories

Language refers to the human being. It means that language is the media of communication that used by people to communicate each other. People need a good interaction in daily communication. In communication, there are acts as the effect of communication which is called speech act. Speech act is the way of using or treating the words by the people in communicating one and another. Speech act is focused on how meaning and action are related to language. In other words, the application of speech act in speaking is as the medium for transforming the meaning from the thought of the speaker and the feedback from the thought of the hearer.

As additional, Yule (1996:48) says that on any occasions, the action performed by producing an utterance will consist of three related acts, they are a locutionary, illocutionary, and perlocutionary. Jufrizal and Refnaldi (2008) state that in actions performed via utterances are generally called speech acts and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request. It means that every utterance that speaker produce has related action in it and hearer needs to consider it. Speech act is quite close different from discourse analysis. The study about conversational analysis is concerned on the language use. Language use can be seen in many aspects.

In the study of the research, speech act theory cannot be ignored because to analyze language style, people need to know more about speech act related to the context. Yasin (2008:165) says that the function of text can be analyzed via context. In this statement, the context is very important to determine the meaning of text.

Searle (1979:11) states that one general classification system list five types of general functions performed by speech acts: declarations, assertives, expressives, directives, and commissives.

2.1.1 Declarations

Declarations are those kinds of speech acts that change the state via utterances. It is illocution which successful performances bring out the correspondence between the propositional content and reality. It can be shown in resigning, marrying, dismissing, christening, naming, appointing, baptizing etc. For instance, *I pronounce to resign from this company*. Declarations can also take a priest to christen a baby, a priest pronounce a husband and a wife as a couple, etc.

2.1.2 Assertives

Assertives are kinds of speech acts which describe the events and what the speaker believes as a truth or not. This act includes of stating, suggesting, boasting, complaining, claiming, and reporting. For example, *it is hot outside*, this sentence is aimed to describe a true state of affairs. In performing assertives, the speaker's aim is to commit him or herself to the belief that the propositional

content of the utterance is true. In describing the world, the speaker says how something is, or tries to make “the words suit the world”.

2.1.3 Expressives

Expressive has a function of expressing or making known the speaker’s psychological attitude towards a state of affair which the illocution presupposes such as thanking, apologizing, pardoning, blaming, praising, condoling, and congratulating. For example, *the gift was beautiful, you did it wrong, I apologize for any inconvenience, etc.*

2.1.4 Directives

Directives are intended to produce some effects through action by the hearer such as in ordering, commanding, requesting, advising, questioning, suggestion, threatening, and recommending. For example, *why don’t you correct it?, I suggest you to do that way, etc.* directives are attempts to make “the world suit the words”.

2.1.5 Comissives

Comissive commits to some future action such as promising, expecting, vowing, and offering. It means that it express what speaker wants. For example, *I’ll bring it for you tomorrow*; it performs the act of promising which speaker promises to bring something for the hearer. In performing comissives, the direction of fit is “world to words”.

Additionally, Yule (1996:48) states that utterance involves the three related acts. The three acts are locutionary act, illocutionary act, and perlocutionary act. Locutionay act deals with the act of utterance or producing a meaningful linguistic expression. Illocutionary act is the speech act that is performed via the

communicative force of the utterance. Perlocutionary act is an utterance where the people will be a function to have an effect by it or it will normally have some sorts of effect on the addressee.

At the same words, Austin (1962:95-107) describes that there are three characteristics, or acts of statements that begin with the building blocks of words and end with the effects those words have on an audience. Locutionary acts are roughly equivalent to utter a certain sentence with a certain 'meaning' in the traditional sense. Illocutionary acts such as informing, ordering, warning, etc., i.e. utterances which have a certain (conventional) force. Perlocutionary acts are what people bring about or achieve by saying something, such as convincing, persuading, deterring or surprising. It concludes that studying words or sentences (locutionary acts) outside of a social context tells us little about communication (illocutionary acts) or its effect on an audience (perlocutionary acts).

Based on the explanation above speech act is the performance of several acts at once, distinguished by different aspects of the speaker's intention; there is the act of saying something, what one does in saying it, such as requesting, promising or criticizing, and how one is trying to affect one's audience.

2.2 Criticism

Many acts that are performed by human will classify differently in speech act especially in criticizing. A criticism is focused on the negative evaluation as same as complaints but they have different definition. A criticism can be a compilation of an expression of disapproval, an expression of negative evaluation, a statement of the act of wrongdoing, and a suggestion for change. In

complaining, a speaker implies that something bad happens to himself or herself, or hearer has done something bad to him or her and therefore expects a repair from the latter. On the other hand, in criticizing speaker may intend hearer to try to improve to his or her own benefits, or speaker just may wish to express his or her opinion known (Wierzbicka: 1987:181). Criticism is not always as to find fault or mistakes, it can be disagreement of someone's opinion or it can be just more exploration of different sides of issues.

Criticism is part of communication. In communication, there are direct and indirect strategies. According to Joyce (2012:78) direct communicators tend to say what they are thinking and their message is conveyed primarily by the words they use, and they depend on the literal interpretation of these words. Direct communication is common in low-context cultures, which are usually more culturally heterogeneous and tend to emphasize individualism, independence, and self-reliance. Due to this heterogeneity, there are not widely held assumptions about the context within which communication takes place. In direct communication, the speaker is responsible for clearing communication. For example, Americans are mostly direct in criticism because they find that it is logical and it respects honesty.

Meanwhile, Ting Toomey (1999:100) states that in indirect communication, common in high-context cultures, the meaning is conveyed not just by the words used but by nonverbal behaviors (pauses, silence, tone of voice) , implication, understatement, and a widely shared understanding of the context of the communication. Indirect communicators seek to avoid conflict, tension and

uncomfortable situations. In a high-context culture, which may be relatively homogeneous and tends to emphasize interdependence and social relationships, people develop deep and often unconscious understandings of what is expected in that culture. Because of shared expectations about behavior, the context can be altered by the speaker to convey information.

Another definition of criticisms is found in House and Kasper (1981:145), who consider criticisms, accusations, and reproaches as different kinds of complaints. Their reasons for this are that all of these speech acts share the same two features, namely post-event (i.e. the complaint happens before the negative evaluation is expressed) and anti-speaker (i.e. the event is at cost to the speaker). However, one might argue against this definition at least on the following grounds. In criticizing, S may intend H to try to improve to his or her own benefits, or S just may wish to express his or her opinion known. In complaining, S implies that something bad happens to himself or herself, or that H has done something bad to him or her and therefore expects a repair from the latter (Wierzbicka: 1987:181-185). Thus, criticisms are usually, though not necessarily, associated with constructive attitudes or at least with non-self involvement, which is not the case with complaints.

House and Kasper (1981:150), in their discussion of politeness markers in English and German, state that in the act of complaining, the addressee Y must have done an action P, which the speaker regards as bad for him/ her. They argue that expressives, which have the features of post-event/anti-X, can be referred to as complaints. In English, these verbs include criticize, accuse, and reproach. It

can be concluded from these findings, complaining and criticizing are almost same which have negative or bad effect to speaker.

Wierzbicka (1987:185) states that criticizing refers to an illocutionary act whose illocutionary point is to give negative evaluation on the hearer's (H) actions, choice, words, and products for which he or she may be held responsible. This act is performed in hope of influencing H's future actions for the better for his or her own benefit as viewed by the speaker (S), or to communicate S's dissatisfaction/ discontent with or dislike regarding what H has done but without implying that what H has done has undesirable consequences for S.

According to Nguyen (2005:112-114) there are two types in delivering criticism; direct criticism and indirect criticism.

2.2.1 Direct Criticism

Direct criticism has characteristic which is explicitly pointing out the problem with hearer's choice/ actions/ work/ products, etc. In addition, direct criticism has six types which are negative evaluation, disapproval, expression of disagreement, identification of problem, statement of difficulties, and consequences.

1) Negative evaluation

Negative evaluation is usually expressed via evaluative adjectives with negative meaning or evaluative adjective with positive meaning plus negation. For example, *"I think it's not a good way to support to one's idea"* or *"Umm that's not really a good sentence"*.

2) Disapproval

Disapproval is describing speaker's attitude towards hearer's choice, etc. For example, *"I don't like the way you write that"*, *"I'm convinced about the idea"* or *"In my opinion..."*.

3) Expression of disagreement

Expression of disagreement is usually realized by means of negation word "No" or performatives "I don't agree" or "I disagree" (with or without modal) or via arguments against hearer. For example, *"I don't quite agree with you with some points"*, *"I don't really agree with you"*.

4) Identification of problem

Identification of problem is usually stating errors or problems found with hearer's choice, etc. For example, *"There are some incorrect words like..."* or *"You had a few spelling mistakes"*.

5) Statement of difficulties

This type is usually expressed by means of such structures as *"I find it difficult to understand..."*, *"It's difficult to understand..."*. For instance, *"I can't understand your ideas"*, *"It's complicated to understand"*.

6) Consequences

This type is warning about negative consequences or negative effects of hearer's choice or for hearer himself/herself or for public. For example, if there is someone who does not agree with hearer's choice, he or she would read that straight away in front of people.

2.2.2 Indirect Criticism

The characteristic of indirect criticism is implying the problems with hearer's choice/ actions/ work/ products, etc. This kind of criticism has ten specific characteristics which are correction, indicating standard, preaching, demand for change, request for change, advice about change, suggestion for change, expression of uncertainty, asking or presupposing, and other hints.

1) Correction

Correction includes all utterances which have the purpose of fixing errors by asserting specific alternatives to hearer's choice, etc. For instance, "*safer*" not "*safe*" or "*you must put it there not here*". This characteristic usually has comparison of the correction.

2) Indicating standard

Indicating standard is usually stated as a collective obligation for hearer personally or as a rule which speaker thinks is commonly agreed upon and applied to all. For example, "*Theoretically, a conclusion needs to be some sort of a*

summary” or “*Based on this theory, it must be like this*”. It can be concluded that for the examples speaker tries to criticize based on the rule of its standard.

3) Preaching

Preaching is usually stated as guidelines to hearer, with an implicature that hearer is incapable of making correct choices otherwise. For example, “*The following statement is meant to help you. You see, anyone can have an opinion, but the issue is whether they can back it up*”. In this example can be seen that the speaker tries to guide the hearer to make a correct choice.

4) Demand for change

This characteristic is usually expressed via such structures as “you have to”, “you must”, “it’s obligatory that”, “you are required”, “you need”, or “it’s necessary”. For example, “*You must pay attention to grammar*”, “*You have to talk about your opinion in your summary*”. From the examples above, there are structures like “must” and “have to”.

5) Request for change

Request for change is usually expressed via such structures as “will you...?”, “can you...?”, “would you...?”, or imperatives (with or without politeness markers), or want-statement. For instance, “*I still want you to consider some points*”, “*What I would like to have is you put it this way*”. In these examples,

there are request statements the speaker wants the hearer to consider.

6) Advice about change

Advice about change is usually expressed via the performative "I advise you ...", or structures with "should" with or without modality. For example, *I would advise that you put down some bullet points about what you will write about before you do your essay*, *"I mean conclusion should have some sort of improvement"*. In this characteristic, the speaker tries to change the hearer's choice by offering what hearer should do or how to act.

7) Suggestion for change

Suggestion for change is usually expressed via performative "I suggest that..." or such structures as "you can", "you could", "it would be better if" or "why don't you" etc. For instance, *"I think if you put a comma before this sentence, this sentence is clearer"*, *"I could have been better if you draw a conclusion"*. In other words, this characteristic the speaker wants the hearer to consider other better choices.

8) Expression of uncertainty

This characteristic has utterances that express speaker's uncertainty to raise hearer's awareness of the inappropriateness of hearer's choice. For example, *"I doubt that this point is*

appropriate”, “I’m not certain about this theory”, or “Are you sure about this paragraph?”.

9) Asking or presupposing

Asking/ presupposing is characterized by rhetorical questions to raise hearer’s awareness of the inappropriateness of hearer’s choice such as *“Did you read your writing again after you finish it?”* or *“Did you study about this lesson?”*.

10) Other hints

Other hints include other kinds of hints that did not belong to expression of uncertainty and asking or presupposing. It may include sarcasm. For example, *“I prefer a writing style which is not too personal”* or *“This point is good but I prefer this point”*.

Based on explanation above, criticism is the act which to evaluate, to express his or her opinion known. Criticism can be performed by different kind of forms. Criticism does not always express the disapproval of someone or something based on perceived faults, mistakes, or to blame the hearer. Criticism can be a different side in viewing something which may be needed more exploration. In addition, criticism has two types which are direct and indirect criticism. Each type of criticism has different characteristics.

2.3 Tenor of Discourse

Each individual within the same society may differ in their speech act realization patterns, depending on personal variables such as sex, age, social

distance, or level of education. According to Halliday and Hasan (1985:5) there are three aspects of social context; field, tenor and mode of discourse. Tenor can be analyzed using categories such as power and social distance. It means that tenor of discourse is the social context of a discourse which takes part in the relationship between speaker and hearer or participants in communication.

Butt et al. (2003:39) state th/at the tenor of discourse is realized by the interpersonal function of language, which is used to encode meanings of attitudes, interactions and relationships. Ansari and Babaii (2004:6) state that each of the three features of the context of situation (CS) namely; field, tenor and mode, may be considered as a variable (factor) that is represented by some specific value(s). Each variable is said to become a function as an entry point to any situation as a set of possibilities and/or options. Therefore, the variable field may have the value 'praising' or 'blaming'; tenor may allow a choice between 'parent-to-child' or 'employer-to-employee' while 'Mode' might be 'speech' or 'writing'.

In addition, Poynton (1990:123) defines tenor of discourse as the negotiation of social relationships among participants in social action (who are taking part in the exchange) and the interacting roles of those involved in the exchange of which the text is part. Tenor can be analyzed in terms of status, contact and affect. Status relevant to tenor is the degree to which the participants in an exchange are equal or unequal in relation to one another. Contact between the participants is also measured on a cline between the extremes of frequent and occasional contact. Affect can be measured on two independent clines: high to low and positive to negative. Affect differs from status and contact in that it may

be neutral and thus not marked as either positive or negative (Martin 1992:526). Status, contact and affect are each realized by interpersonal meanings in a text. In general, tenor can be identified as more formal — higher status or higher degree of status differential, lower degree of contact and/or lower degree of affect — or less formal — lower status or lower degree of status differential, higher degree of contact and/or higher degree of affect.

In similar to, Hatim and Mason (1990:50) state that tenor of discourse concerns the relationship between the addresser and the addressee, which can be analyzed in terms of basic distinction such as polite-colloquial-intimate, on a scale of categories which range from formal to informal. There are two kinds of tenor which are personal tenor and functional tenor. Personal tenor covers the degrees of formality with the social roles of participants together with their status relationship and personalities such as the social identity: age, sex, power relations. Whereas functional tenor concerns with the determining the social function or role of utterance, identifying the purpose for which the language is being used.

Gender is one of aspect in tenor of discourse that researcher use in this research. Gender concerns the psychological, social and cultural differences between males and females (Giddens in Coulmas:1998:127-150). Generally speaking, male and female talk differently although there are varying degrees of masculine and feminine speech characteristics in each of people. It makes no sense to assume that to characterize males by their masculinity and females by their femininity because they are not essences but there are ways of living certain relationship. The ways are social constructs and cultural status. Social and cultural

differences determine and explain them that male and female speak in particular ways mostly because those ways are associated with their gender.

Another aspect in tenor of discourse that used in this research is social distance. Cameron (2001:81) states that social distance is the amount or nature of contact the participants may have, which ranges from minimal (close friends) to maximal (formal settings). For example, in a hospital, a regular patient may has less social distance than one on a first-time visit with doctor. We are inclined to perform speech act differently with those we are socially close to and those we are more distant from. We are also inclined to behave differently to our social equals and to people whose status is higher or lower than our own in a given situation.

Tenor of discourse is the important aspect in Discourse Completion Test (DCT). Discourse Completion Test is a written questionnaire including a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context. Discourse Completion Test is one of the data collection instruments in pragmatic research being questioned about its reliability. According to Kasper and Dahl (1991:228), DCT along with role play serves as one of the major data collection instruments in pragmatic research. They define DCT as a written questionnaire containing short descriptions of a particular situation intended to reveal the pattern of a speech act being studied. It means that DCT creates model responses which are likely to occur in spontaneous speech.

Based on explanation above, tenor of discourse is the social context of a discourse which takes part in the relationship between speaker and hearer or

participants in communication such as gender, age, power and social distance. However, in doing this research, the focus of tenor of discourse were only on gender and social distance in development of Discourse Completion Test (DCT) for collecting the data from English Department students.

2.4 Review of the Previous Findings

Studies on the speech act have been done by some researchers. First, Toplak and Katz (2000) investigate that criticism which focused on the communicative effects of direct and indirect criticisms (i.e. sarcastic comments). They gave the participants a set of passages in which one of the interlocutors criticized the other in two ways, directly (“You are not really helping me out”) or imply the meaning (“You are really helping me out!”). Then they required the participants to complete a questionnaire for each passage about what the participants thought the critic’s intent and the effect of the given criticism were from the perspectives of both the critic and the recipient. Toplak and Katz also found a difference between the speaker and the addressee in their judgments of the criticisms given. The addressee tended to view sarcasm (as opposed to a direct criticism) as more severe than the speaker intended. However, they also found that sarcasm was not perceived by the recipient as having as negative an impact on the relationship between the interlocutors as direct criticisms.

Second, Wilymafidini (2011) has conducted a research which entitled “Request Strategies in Indonesian and English used by English Department Students of State University of Padang”. This research was about request strategies. It was found that there were some different strategies that used by the

students. In addition, this research was also conducted by using DCT (Discourse Completion Test).

There were similarities and differences of this research from those previous researches. The similarities were about finding the strategies of an act and the instrument was also DCT. The differences were this research was about finding criticism strategies with different situations and participants.

2.5 Conceptual Frame Work

In having interaction in society, people often make an express of apology, state a complaint, ask a request, and express of criticism. In criticizing, there are some strategies that can be used. According to Nguyen (2005:112-114) there are two classifications of criticism such as direct criticism and indirect criticism. Direct criticism consists of negative evaluation, disapproval, expression of disagreement, identification of problem, statements of difficulties, and consequences. While indirect criticism consists of correction, indicating standard, preaching, demand for change, request for change, advice about change, suggestion for change, expression of uncertainty, asking/presupposing, and other hints. The use of criticism strategies might be realized differently in different social distance, gender, and situation as well as in different social groups within speech community. Therefore, this research analyzed the criticism strategies used by male and female in English by English department students in State University of Padang. The conceptual framework of this research can be figured as follows.

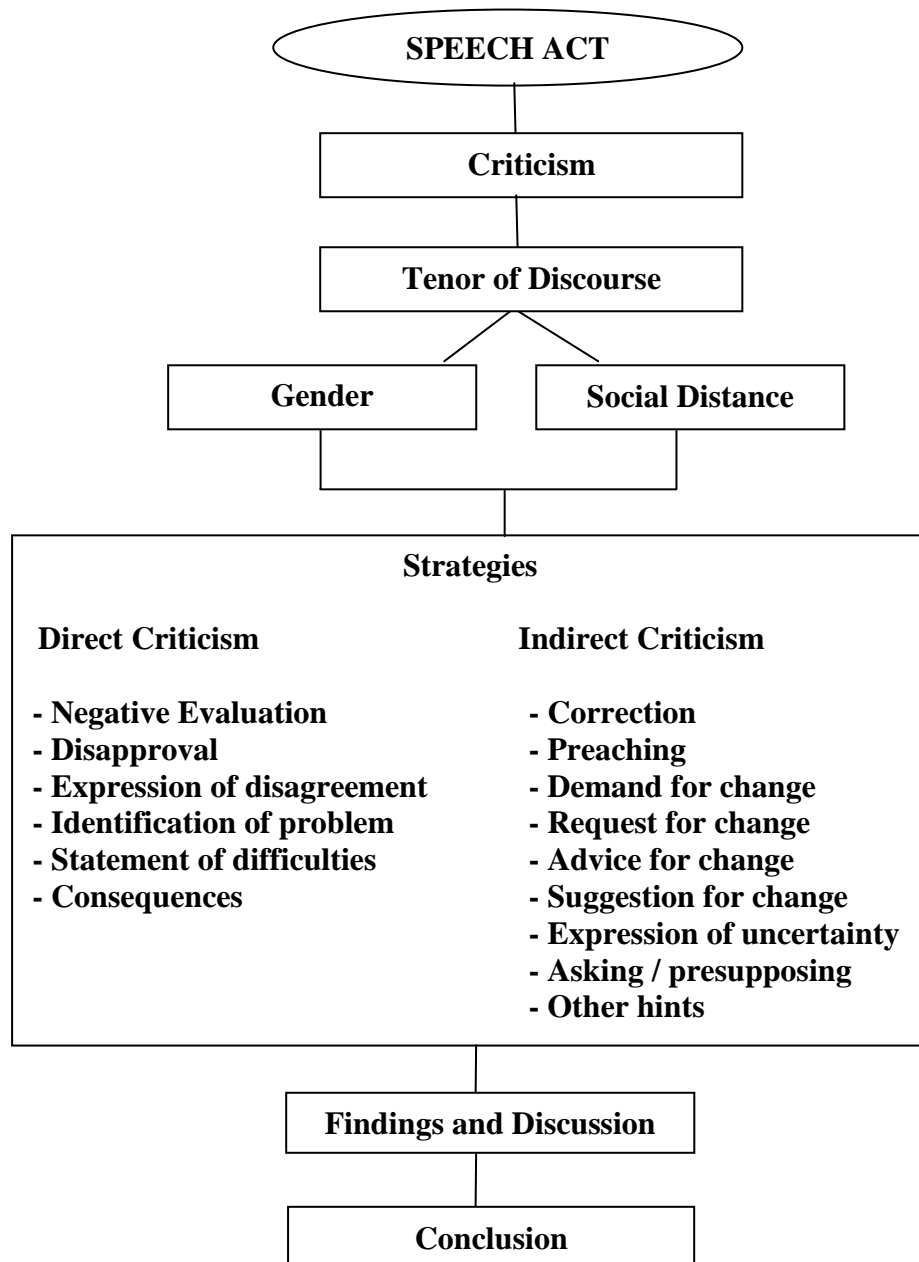


Figure 1. Conceptual Framework of the Research

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This research was conducted by using Discourse Completion Task (DCT) as the instrument of this research. The data were collected in written form with the possibilities from the respondents' mind, so that the natural have not been collected yet. Based on the data gotten by DCT, there are sixteen strategies of criticisms which are derived from direct and indirect criticism. They are negative evaluation, disapproval, expression of disagreement, identification of problem, statement of difficulties, consequences, correction, indicating standard, preaching, demand for change, request for change, advice about change, suggestion for change, expression of uncertainty, asking/presupposing, and other hints. Based on these strategies, negative evaluation is used the most by the students because in criticizing they may want to show their disagreement directly to their hearers. In addition, by using negative evaluation they can show how they really oppose hearer's choice. It can be concluded the students want to show how their choice is better than others.

Moreover, the respondents of this research were male and female students. Based on the findings, there are some differences and similarities strategies that used by both male and female students. Female students deliver the criticism towards the hearer is more direct than male students. This phenomenon happens because the students do not really understand what they should fill in their DCTs

or it may be nowadays female are aggressive in communication. Therefore, it can be concluded that female students tend to be direct in criticizing because they really want to show how better their choice.

5.2 Suggestions

The analysis of realization of criticism used by male and female in English by English department students in State University of Padang needs further research because this research is only about delivering criticism strategies, it can be criticism responses or another topic that related to this topic. This topic can also use another instrument besides DCT. In addition, due to the limitation of this research, other researchers can use this research as the guide to conduct better research.

For the lecturers, it is suggested that the findings of the research can be as the references for teaching materials in various subjects especially in linguistics fields. They can apply the concept of criticism strategies in English for both lecturers and students.

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