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Tact Maxims in Asking Questions in English Teaching Learning Process

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Abstract---Objectives: This paper aims to describe the forms of tact maxims of asking questions in the English teaching-learning process. Methods: This paper applied qualitative research, where the data collection was observation. Result: There are twenty-four forms of tact maxims of asking questions in the English teaching-learning process. Conclusion: the tact maxim with politeness rules is in the polite category. Speakers ask questions using question words without threatening the face of the hearer.

Keywords---asking questions, English, politeness rules, tact maxims, teaching learning.

Introduction

The speaker's ability to speak politely is indeed a benefit. The methods of communicating via verbal signs or language procedures reflect the politeness of the language. The communication participants (communicators and communicants) must consider language procedures in order for communication to flow smoothly. Effective classroom interaction aids in the success of the English language learning process (Sembiring et al., 2021). Language procedures aim to regulate the following series of things: (1) what should be said at certain times and in certain circumstances, (2) what kinds of language should be used in certain situations, (3) when and how the turn of speech and interlocutory speech are used, (4) how to adjust the loudness of the voice when speaking, and (5) how

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to adjust the loudness of the voice when speaking. The politeness in speaking like asking questions should be learned by the lowest until university level in classroom (Sinaga, 2019).

In communicating, politeness in language must be maintained because it is one aspect of language that could really strengthen the speaker's emotional intelligence, and since in communication, speakers and addressees are not only necessary to transmit the facts, but also to maintain harmonious relationships (Maier, 1992; Economidou-Kogetsidis, 2016). If neither the speaker nor the addressee embarrasses the other, the relationship between the speaker and the addressee remains harmonious. In other words, both the speaker and the addressee must maintain their dignity. The tact maxims are a form of politeness. If the speaker applies indirect illocutions, the utterances will be more polite. In different settings, different types and degrees of politeness are required. The competitive illocutionary function includes commands like requesting and asking that are meant to elicit a response from the hearer. Indirectness is synonymous with rudeness, and vice versa (Leech, 2016).

Interaction in the classroom encourages students to participate in communication (Sembiring & Sianturi, 2019). It is thought to help students strengthen their linguistic skills (Consolo, 2006). Even when communicating with friends, students should consider politeness in their relationships. When the speaker asks a question, she or he is conveying to the listener that she or he wants the requestee to perform an act for the speaker's benefit (Trosborg in Flores-Salgado & Castineira-Benitez, 2018). According to them, the request or ask is further classified as syntactic downgrades (e.g., interrogatives, past tense, conditional/modals) and lexical/phrasal downgrades (e.g. politeness markers such as please, understates, cajolers, etc.) Depending on the relationship between the interlocutors, questions can be phrased in a variety of ways (Stranovska et al., 2013). According to Pérez (2006), a request consists of internal and external elements, with the internal and basic part of the request serving as its core, i.e. The smallest unit that can be used to represent a specific speech act.

Leech (2016) views manners from the speaker's perspective rather than from the listener's perspective. Leech went on to say that polite speech for the speaker or a third party is not polite speech for the listener, and vice versa. Leech's politeness principle is concerned with two parties: the self and others. Furthermore, Leech added that the speaker is self, and the addressee is the other; another can also refer to a third party who is present or not present in the situation. Leech's politeness principle was expressed in six maxims. The six maxims are as follows: 1) tact maxims, 2) generosity maxims, 3) praise maxims, 4) humility maxims, 5) agreement maxims, and 6) sympathy maxims (Haugh & Hinze, 2003; Schallert et al., 2009).

Method

The descriptive qualitative method was used to design this study. It is called qualitative because the research's goals are to discover the maxim of politeness principle that was chosen in asking questions (Hashemi et al., 2012; Akbari, 2015; Cai, 2012). The strategy for integrating the various components of research

projects in a cohesive and coherent manner is referred to as research design. Some experts disagree on what exactly is meant by research design. [Creswell & Poth \(2016\)](#), defines research design as the planning and execution of research procedures, including detailed data collection and analysis methods.

Results and Discussions

The tact maxims are 25 forms in asking questions.

Question of Student A:

ok. My name is Sarah. I wanna ask you. Actually, I still confuse about your presentation and can you give uh can you focus on deixis and indexical deixis and then can we combine the traditional categories with other categories. And then give the example. Thank you.

This form of speech is included in the tact maxims at the level of politeness which is not polite because it is asked directly without the use of clear question words.

Question of Student B:

my name is Andini. I am from the seventh group. I ask you one question about your topic deixis. Can you explain by your own words, I still confuse about your explanation about deixis.

This form of speech is included in the maxim of wisdom at the level of politeness because it uses questions.

Question of Student C:

thank you for the chance. I am Diana from sixth group. I wanna ask you about person deixis. In the person deixis after we heard from your explanation that the person deixis can we put the person deixis in the adjective pronoun, for example, there are four example 'my name is Diana' can it could my or not.

This form of speech is included in the tact maxims at the level of politeness because it uses questions.

Question of Student D:

ok I wanna ask you about what the relationship pragmatics and deixis because you tell us deixis refers to someone or something while pragmatics is about meaning. Deixis is part of pragmatics.

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

Question of Student E:

thank you for the chance. I want to ask you about how do we know which one cooperation and implicature in this talk show.

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

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Question of Student F:

ok, my name is Gloria. Actually, I don't understand your paper, especially conversation.

This form of speech included in the tact maxims in conversation.

Did your group read or not?... do you understand?

The level of politeness is less because by using the questions.

Question of Student G: ok, implicature is about meaning, right?

This form of speech is included in the maxim of agreement by using correct question.

Question of Student H:

I don't understand about your sample. So I just want to ask...

This form of speech is included in the tact maxims at the level of politeness which is not polite because it is asked directly without the use of clear question.

Question of Student I:

Yes or no is implicature?

This form of speech is included in the tact maxims at the level of politeness which is not polite because it asks directly without the use of clear question words.

Question of Student J:

I just want to give you one question. As we have learned a few weeks ago that ... why did you put in your presentation more...why do you make in your presentation more than 2 sentences?

This form of speech is included in the tact maxims more than 2 sentences. It is Polite because by using the question.

Question of Student K:

you said before that another maxims presents so why it includes to manner.

This form of speech is included in the tact maxims at the level of politeness because it uses question.

Question of Student L:

can we make the one sentence two maxims?

This form of speech is included in the tact maxims at the level of politeness because it uses the questions.

Question of Student M:

why do we need to read our handbook, it will be better for your analysis. can we find the differences I don't know it is positive or why do we need to read our handbook?...how do we distinguish between

This form of speech is included in the tact maxims at the level of politeness because negative politeness.

Question of Student N:

is it the intonation influence the politeness or the words. We know the politeness from the words or intonation. Does intonation affect politeness or words?

This form of speech is included in the tact maxims at the level of politeness because it uses question.

Question of Student O:

I just want you explain that from your analysis, my opinion about your analysis, I just can't get the politeness, how do the someone speak to another and they have respond....how we talk to other people and they respond.

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

Question of Student P:

I just want to ask you, how many kind of politeness. You just said positive politeness and negative politeness. I just wanted to ask you, how many types of politeness...

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

Question of Student Q:

first, I want your group to explain more about the analysis. Why you are not consistent. Show our friends which one is person deixis, space deixis and another. My question is in your analysis person deixis "I know who you are" and the person deixis is I.why are you inconsistent?...

This form of speech is included in the tact maxims at the level of politeness, it is almost impolite because it uses the question that attacks the presenter.

Question of Student R:

it refers to person deixis. Can you explain why it includes to person deixis because in your explanation before, person deixis refers to person. Can you explain why it belongs to person diexist because in your previous explanation, people's existence refers to people.

This form of speech is included in the tact maxims at the level of politeness because it uses question.

Question of Student S:

I want to ask you, this kind of sentence includes to anaphora? I want to ask you, this type of sentence including anaphora?

This form of speech is included in the tact maxims at the level of politeness which is not polite because it asks directly without the use of clear question.

Question of Student T:

I have questions and suggestions. Here your task is to do mini research. It means in mini research we have to conclude or we have to include all chapters start from the background, problem, etc. And if we conclude the percent, why you don't try to put what do you have to do?...why don't you try to make what you have to do.

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

Question of Student U:

Can you explain to us what the meaning of literal and pragmatic meaning in this sentence because i am from number 3, literal meaning is interrogative. Can you explain to us what the literal and pragmatic meanings mean in this sentence because number 3 has an interrogative literal meaning.

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

Question of Student V:

I'm still confused about...Can you form this speech this, can you give me an explanation about how to differentiate declarative and imperative. Just explain me different of declarative and imperative.

This form of speech is included in the tact maxims at the level of politeness because it is more polite.

Question of Student W:

I want to ask you about imperative and declarative meaning. Can you explain what is the function of imperative and declarative meaning. Can you find and tell us about declarative meaning in daily conversation.

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

Question of Student X :

why do you make lexical presupposition...

This form of speech is included in the tact maxims at the level of politeness because it uses the word Tanya.

Question of Student Y:

I want to ask in your task of presupposition number 6. Some of your analysis number 13 I don't see that ...can you explain?

This form of speech is included in the tact maxims at the level of politeness because it uses the question.

This maxim is a maxim by giving as little loss as possible and providing as many other benefits as possible. Discussion participants realize politeness in language by following the discussion well. Politeness strategy with tact maxims with

categories of impolite, impolite, almost impolite, and polite (Pfister, 2010; Pan & Block, 2011; Fraser, 1990). The speech form (9) includes the speech form that leads to the wisdom maxim politeness strategy with the impolite category because the speaker asks questions directly by not using words or requests so that the speech partner does not mind giving answers. The form of speech (20) includes the form of speech that leads to the wisdom maxim politeness strategy with the almost impolite category because the speaker asks questions by intervening with the presenter (Kumar et al., 2016; Aryani & Rahayuni, 2016). Although the speaker asks questions using question words, the meaning conveyed threatens the face of the speech partner. Speech forms (1), (8), and (19)) include speech forms that lead to the wisdom maxim politeness strategy with the almost impolite category because the speaker asks directly without using a clear question word. Speech forms (2), (3), (4), (5), (6), (10), (11), (12), (13), (14), (15), (16), (17), (18), (20), (21), (22), (23), and (24) are speech forms that lead to the wisdom maxim politeness strategy in the polite category because the speaker asks questions without giving any harm or harm. threats to the speech partner and this category becomes the dominant category in the maxim of the speech form (Suryasa et al., 2019; Zavolzi, 2021). This means that speakers still follow the rules of polite politeness even though the discussion situation is in a formal situation and there are some debates between the presenter group and the discussion participants (Erbas et al., 2021; Malik et al., 2021).

Conclusion

Based on the results of the study, it can be concluded that the tact maxim with politeness rules is in the polite category. Speakers ask questions using question words without threatening the face of the hearer.

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