



## The Adherence Form of Linguistic Politeness in Learning Indonesian for Foreign Speakers

Fatimah Rukhana\*; Andayani Andayani; Retno Winarni

Department of Language Education, Faculty of Teacher Training and Eductaion, Universitas Sebelas Maret, Indonesia

Email: fatimahrukhana@gmail.com

<http://dx.doi.org/10.18415/ijmmu.v5i6.469>

### **Abstract**

The adherence form of linguistic politeness in teaching Indonesian to speaker of other language (TISOL) is the language situation between teachers and foreign students. The form of obedience to politeness is in the form of adhering to the maxim of generosity, praise or acceptance, humility, and the maxim of agreement. This research used qualitative descriptive method. In this research, the data collection techniques which used were listening-free-participating-speaking techniques and data transcription. Data analyzing technique use Miles and Huberman interactive model in the form of collecting data, reducing data, analyzing data, and verifying data. The results of the research found that there was a form of politeness in language which was seen from the four maxims of politeness, including: 1) the generosity maxim; 2) praise maxim; 3) humility maxim and 4) the agreement maxim.

**Keywords:** Language Politeness; Indonesian Language; TISOL; Linguistic

### **Introduction**

The use of good and right language is needed to produce good communication so that the message can be conveyed appropriately. Besides the use of good and right language, another aspect that needs to be considered in communication is linguistic politeness. The social background of Indonesian people who uphold politeness values makes politeness in communicating as an important matter.

Politeness in a broad meaning can be interpreted as a form of communicative behavior which found generally in human language and human culture. Politeness has been claimed as a universal human phenomenon (Leech., 2014: 3). In addition, Tabar (2012: 238) explains politeness should be expressed as a practical application of good manner. Politeness is a code of ethics which is very important in social society (Peng and Xie., 2014: 110).

Linguistic politeness becomes an important thing in communication because it is as reflection of manners and attitude of speakers which can respect their speech partners or even disrespect their speech partners. Politeness is something that is done by a speaker to counter the potential damage to the 'face' (self-image) by dealing with threats. This is a cross-cultural characteristic that speakers must respect one

another in hopes of self-image, calculating their feelings, and avoiding actions life-threatening (Brown and Levinson., 1987: 69). Politeness is equivalent to normative ideas about conformity. The notion of manners can be expressed as a result of the development of socio-cultural history (Mey., 2009: 706).

Linguistic politeness is used in formal and non-formal situation. Formal situation which related to language politeness is classroom learning. Hamalik (2010: 57) states that learning is a combination which composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Learning process involves interaction between teacher, students, and college students. In addition, Yule (2015: 18) explained that good interaction will produce effective communication, especially communication in the classroom. Communication is the primary function of human language.

In social activities, the use of language must obey this code as well. Linguistic politeness is divided into six maxims, namely: 1) the maxim of wisdom; 2) maxim of generosity; 3) maxim of praise; 4) the maxim of humility; 5) maxim of agreement; and 6) maxim of sympathy (Leech., 1993: 206). Rahardi (2005: 69) stated that the generosity maxim persuades speakers to respect others. Respecting for others will occur if people can reduce profit for themselves and maximize the benefits of others. The praise maxim is the maxim which criticizes others as small as possible and praises others as much as possible (Leech., 1993: 206). Humility maxim requires each participant to maximize their disrespect for themselves or minimize respect for themselves (Nadar., 2009: 30). Agreement maxim emphasizes on speech participants in order to develop mutual compatibility or agreement in speaking activities (Rahardi., 2005: 66).

The creation of a polite atmosphere allows interaction to take place without embarrassing speakers and partners (Masfufah., 2012: 200). The interaction is done verbally and nonverbally in order to support the achievement of learning objectives. This study examined the use of language between teachers and students in Indonesian learning for foreign speakers (TISOL). In addition, Mu (2015: 105) states linguistic politeness is a complex and important topic in various cultures. Politeness as a basic part of social life and human cooperation, is reflected in language. Based on the opinions of the experts above, linguistic politeness is a very important thing to master because language politeness can reflect one's self-image.

TISOL is different from learning Indonesian for Indonesian students or using Indonesian as the main language (L1). Suyitno (2005: 10) explains that TISOL is different from learning Indonesian as the first language (L1). TISOL learning is more complex and complicated, because foreign students studying TISOL come from various countries. Learning TISOL conducted in Indonesia can be said as second language learning (Muliastuti., 2017: 17). Some foreign students who are studying TISOL in Indonesia have various cultural background and social background which are different from the Indonesian and it has influence in their linguistic politeness.

TISOL is one of the second language learning conducted by foreign students with a specific purpose. Ortega (2014: 2) states that second language acquisition is a field of scientific research which investigates human ability to learn languages besides the first language (mother tongue) during childhood, adolescence, or adulthood, and after the first language is acquired. According to Ellis (1997: 3) a person must learn a second language often as a means to get education or get a job. In this context, the second can refer to the language which learned after the mother tongue.

TISOL learning which held at Muhammadiyah University Purwokerto was carried out in 2 classes. Each class consisted of 1 student because the types of TISOL classes there were individual classes that depend on the purpose of the students in taking TISOL class. Some objectives of foreign students in participating in TISOL include supporting a career or business in Indonesia, continuing their

studies or schools in Indonesia so that they need good Indonesian mastery, and the desire to become Indonesian citizens to settle and live in Indonesia.

There are a lot of researches on linguistic politeness and TISOL, such as researches about linguistic politeness strategies in communication exchanges in Iran "(Dowlatabadi., 2014), teacher's linguistic politeness in learning English as a foreign language (Peng., 2014), speech acts and speech function of TISOL students (Siagian., 2018). Some relevant researches above focus on the use of language and different linguistic politeness. In addition, this research focuses on examining linguistic politeness between teachers and foreign students in BIPA learning. The subjects of this research were a TISOL teacher, a foreign student from France, and foreign students from south Thailand. Differences in cultural and social background cause politeness in language between teachers and foreign students to have different function and forms. Therefore, the researchers here were interested in conducting research on adherence form to linguistic politeness in speaking of foreign students and TISOL teachers.

### ***Methodology***

This study aimed to describe the form of adherence to linguistic politeness in TISOL learning at Muhammadiyah University Purwokerto. Linguistic politeness is reviewed from the use of language between the TISOL teacher and foreign students. The subjects of this study were foreign students or international students participating in TISOL learning and TISOL instructors at Muhammadiyah University Purwokerto. This research is a qualitative research. Qualitative research is a research that produces descriptive data in the form of written or oral words from people or observed behavior (Moleong., 2008: 10). The data collection techniques which used in this research were listening-free-participating-speaking techniques and data transcription. In this study, data analyzing technique use Miles and Huberman (2007: 18) interactive model in the form of collecting data, reducing data, analyzing data, and verifying data.

### ***Result and Discussion***

This study examined the adherence form of linguistic politeness which conducted by teachers and foreign students as learners of Indonesian for foreign speakers (TISOL). The results of the study related to linguistic politeness and its adherence form to TISOL learning in term of the interaction between the instructors and foreign students or international students as participants in TISOL learning at Muhammadiyah University Purwokerto. In this research, the researchers used some initial in the quotation of some conversation which done by T (Indonesian teacher for Foreign Speakers) and FS (Foreign/ International Students).

### ***Research Results about Adherence Form of Linguistic Politeness***

Linguistic politeness is more related to the substance of the language (Chaer., 2010: 6). It is divided into six maxims, including: 1) the maxim of wisdom; 2) maxim of generosity; 3) maxim of acceptance or praise; 4) the maxim of humility; 5) maxim of approval or agreement; and 6) maxim of sympathy (Leech., 1993: 206). This study found some results, four types of linguistic politeness maxims found in TISOL learning carried out at Muhammadiyah University Purwokerto. Those four maxims are described as follows:

### **a. Generosity Maxim**

Generosity maxim is maxim which gives little profit to one's self and it makes as much loss as possible (Leech., 1993: 209). This type of maxim requires speakers to be polite not only when telling or offering something but in term of expressing feeling and expressing opinions (Nadar., 2009: 30). In line with the explanation of Nadar, Sulisty (2013: 28) stated that generosity is included in expressive speech and assertive speech. This maxim is used to express feeling by giving little profit to the speaker and giving many benefits to speech partners.

Context: When the learning took place, TISOL teacher wanted to borrow a book owned by a foreign student from France.

T: [*Boleh saya pinjam buku Anda?*]  
(May I borrow your book?)

FS: [*Ya boleh, silakan pakai.*]  
(Sure, you can use it)

In the context above, the T (TISOL teacher) asked permission from FS (foreign students) to borrow a book which could be seen from the use of the question “May I borrow your book?” (“*Boleh saya pinjam buku Anda?*”). FS (foreign students) answered with the sentence “Sure, you can use it” (“*Ya boleh, silakan pakai*”). The sentence of answer above was actually a form of adherence to linguistic politeness which contained generosity maxim. It was because the FS (foreign students) made much personal loss by lending the book and maximizing the profit for T (TISOL teacher).

### **b. Praise Maxim**

It requires each participant in speech act to maximize losses for himself and minimize profit for himself (Nadar., 2009: 30). This type of maxim explained that people will be considered polite if they always try to give respect to others (Rahardi., 2005: 60).

Context: The teacher asked the foreign student who was from France about the reading habit/ hobby which did everyday. The foreign student told the teacher that every day he really loves to read.

FS: [*Saya suka membaca sejak usia empat tahun.*]  
(I like to read since four years old)

T: [*Wow, hebat ya. Sejak kecil kamu sudah suka membaca.*]  
(**Wow, amazing.** Since childhood, you like to read.)

In the context above, there were dialogues which contained praise maxim did by T (TISOL teacher) and FS (foreign students), it could be seen with the words “**Wow, amazing.** *Since childhood you like to read.*” (“*Wow, hebat ya. Sejak kecil kamu suka membaca*”). It was used by T to appreciate FS who like reading so much since four years old. Then, here is another example:

Context: TISOL teacher praised the use of the Indonesian by one of the foreign students whose name Nani, she came from Thailand. Nani was able to use Indonesian fluently.

T: [*Bahasa Indonesia yang digunakan Nani sudah lancar dan baik. Saya tidak menyangka Nani berasal dari Thailand.*]

(The Indonesian language used by Nani has been fluently and good. I didn't think Nani was from Thailand.)

FS: [*Banyak yang bilang seperti itu. Saya dikira orang sini karena bahasa Indonesia saya lancar.*]

(So many people say that. They think I'm from Indonesia because my Indonesian is fluent.)

In the context above, there is a dialogue that contained the praise maxim uttered by T (TISOL teacher) and FS (foreign students), it was showed with the words "*The Indonesian language used by Nani has been fluently and good. I didn't think Nani was from Thailand*" ("*Bahasa Indonesia yang digunakan Nani sudah lancar dan baik. Saya tidak menyangka Nani berasal dari Thailand*"). The sentence showed that T was impressed by the fluency of FS in using Indonesian.

### **c. Humility Maxim**

It is the A type of maxim which gives little praise to one's self as possible and gives self-criticism as much as possible (Leech., 1993: 207). It requires each participant to maximize self-respect or minimize respect for themselves (Nadar., 2009: 30).

Context: TISOL teachers ask foreign students about how they studying Indonesian language before conducting lectures in Indonesia. Teachers want to know beforehand that they have ever studied Indonesian or have never studied while still in their home country.

T: [*Berarti belajar bahasa Indonesiannya mandiri ya sebelum kuliah di Indonesia?*]

(Is it means that you learning Indonesian language independently before studying in Indonesia)

FS: [*Iya, jadi saat saya semester 1 nilainya gimana ya udah pasrah. Soalnya bahasa Indonesia saya masih buruk.*]

(Yes, it is. So, when I'm in the first semester, so I feel resigned to the value of my college score. Because my Indonesian language is still bad.)

In the context above, there are dialogues that contained the humility maxim uttered by T (TISOL teacher) and FS (foreign students), it can be seen in this utterance, "*Yes, it is. So, when I'm in the first semester, so I feel resigned to the value of my college score. Because my Indonesian language is still bad*" ("*Iya, jadi saat semester 1 nilainya gimana ya udah pasrah. Soalnya bahasa Indonesia saya masih buruk*"). The speech was uttered by the FS who was humbled when explaining that during the first semester, she felt his Indonesian ability was still not good enough so she surrendered to her condition.

### **d. Agreement Maxim**

Agreement maxim outlines that each speaker and speech partner to maximize agreement between them and minimizes disagreement between them (Nadar., 2009: 30). Maximizing agreement is the maxim that attempts to make the disagreement between themselves and others as small as possible and an agreement between themselves, and others happens as much as possible (Leech., 1993: 207).

Context: Learning has taken around 120 minutes. The teacher asks the student's agreement to end the lesson that day because it has entered prayer time.

T: [*Karena waktu sudah habis, kita sudah dulu ya pembelajaran hari ini. Kita lanjutkan esok hari.*]  
(Because the times is up, we finished the learning today. We will continue tomorrow.)

FS: [*Oh ya, baiklah.*]  
(Oh yes, alright)

In the context above, there are dialogues which contained the maxim of agreement carried out by the T (TISOL teacher) and FS (foreign students), it was showed with the utterance, "*Because the times is up, we finished the learning today. We will continue tomorrow.*" ("*Karena waktu sudah habis, kita sudah dulu ya pembelajaran hari ini. Kita lanjutkan esok hari.*"). And the FS's answered, "*Oh yes, alright*" ("*Oh ya, baiklah.*"). The speech was uttered by the FS who agreed with T to finished the learning.

### **Discussion**

The adherence form of linguistic politeness in teaching Indonesian to speaker of other language (TISOL) class is the language situation between teachers and foreign students. Differences in state and mother tongue (main language) between teachers and foreign students lead to differences in compliance with linguistic politeness. When compared with students who have the main language in the form of Indonesian, foreign students have a different pattern of politeness. For example, the use of a word if used in Indonesia can be said to be less polite but in other countries it is considered polite. Therefore, researchers have an interest in knowing the adherence form of linguistic politeness in teaching Indonesian to speaker of other language (TISOL) class.

This study found that of the six language politeness maxims, there are four maxims which indicate the adherence form of linguistic politeness in TISOL class. The four maxims of politeness, are: 1) the generosity maxim; 2) praise maxim; 3) humility maxim, and 4) the agreement maxim. Every politeness maxim functions to minimize profits for speakers and provide maximum benefit to the speech partners. In addition, the adherence of the maxim of politeness can provide familiarity between speakers and speech partners because of the absence of social distance.

Research on politeness in directive speech acts was ever conducted by Peng (2014) with the research title "A Case Study of College Teacher's Politeness Strategy in EFL Classroom". The research above explained that the teacher applied linguistic politeness in language learning followed by foreign students based on Brown and Levinson politeness strategies. Its findings showed that the teacher in the classroom used a variety of languages that are different from positive politeness strategies to gain similarities by seeking agreement, sharing interests, and treating students as part of learning. It related with this study, both involved Brown and Levinson as a research reference in term of politeness. Peng's (2014) research focused on lecturer's politeness on students in learning English as a foreign language (second language), while this study examined directive speech acts and politeness of foreign students who learned Indonesian as a foreign language (second language) for them.

Research of Siagian, et al., (2018) with the research title "Speech Action and Function of Expressive Speeches of BIPA Learners from Poland at language center of UNS (UPT Language UNS)". The results of this study indicated that there were some types of locution speech, illocutionary, perlocutionary, and expressive speech function which consisted of expressive speech, such as congratulating, thanking, criticizing, complaining, praising, apologizing, offering, and motivating. There

are some similarities with this research, the research subjects were BIPA learners. The study focused on the study of speech acts used by Polish BIPA learners at UNS, it was different with this study, this study examined the politeness of BIPA learners from several countries at UMP.

Research on the speech acts of illocutionary of learners in Indonesian learning for foreign speakers was done by Budiasih, et al., (2017) with the title of her study "Illocution in Speech Acts by Foreign Students in Indonesian learning as a Foreign Language Class". This study examined illocutionary which delivered by Indonesian learners to foreign speakers at Sebelas Maret University. The results of this study indicated that foreign students used assertive, directive, commissive, and expressive speech acts as the main speech acts during Indonesian learning process for foreign speakers, especially in the use of oral communication. Research on language politeness strategy was also conducted by Dowlatabadi, et al., (2014) with the title "Politeness Strategies in Conversation Exchange: The Case of the Council for Dispute Settlement in Iran". It focused on the aspects of socio-cultural conversation, and this study also focused on politeness strategies in conversation in court institution. This research is was the first study which examined the politeness that appeared in the context of Iranian justice.

### **Conclusion**

Based on the results of data analysis above, it can be concluded that this study found a form of adherence to linguistic politeness found in TISOL learning at Muhammadiyah University Purwokerto. It was reflected in the existence of four maxims in the dialogues between BIPA teachers and foreign students. The results of this study indicated that there are four maxims found in the dialogues between TISOL instructors and foreign students in TISOL learning. The four maxims were namely: 1) generosity maxim; 2) praise maxim; 3) maxim of humility, and 4) maxim of agreement. This research is expected to be a reference for readers who have an interest in studying language proficiency, especially in TISOL learning. In addition, this research is expected to give benefit and increase knowledge in pragmatics study.

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