Students' Language Politeness Toward Lecturers in Learning at STKIP PGRI Jombang

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ABSTRACT

This study was aimed at describing and explaining the forms of students' language politeness toward lecturers in learning at STKIP PGRI Jombang. It employed descriptive method and qualitative form. The data were students' utterances carried out during Psycholinguistics learning in 2020A Class. The results of the data analysis showed there were politeness markers reflected in the use of the six maxims. They were: 1) the maxim of tact when lecturers explained material, 2) the maxim of generosity when making an agreement, 3) the maxim of approbation occurred when appreciating students, 4) the maxim of modesty occurred in speech when answering, 5) the maxim of agreement occurred with an exclamation, and 6) the maxim of sympathy when responding.

Keywords: language politeness markers, maxims, Psycholinguistics, Speech Act, Language in Use.

INTRODUCTION

Language in use is greatly influenced by context. When people use language, they need to use the appropriate language, based on the place, context and situation. Like the use of language at home, markets, schools, terminals, villages, towns and others, the language use must be different. Human beings generally prefer to express their opinions politely rather than impolitely (Leech, 2011). The situation refers to an act of politeness that every individual must have, both in behavior, actions, attitudes and language behavior. Politeness is reflected in how a person addresses acts or speaks.

In essence, politeness is a person's ethics in socializing with others. Good language in society is not only systemically correct language, but flows according to the intended target and in accordance with context. Speaking politely means having to pay attention to and adjust to whom the other person is talking to, where, when and what purpose will be achieved from language use. The use of polite language is an important awareness that needs to be built in the classroom or realm of formal education. Therefore, language is also considered in the higher education environment. Higher Education is an official institution that functions to carry out formal learning activities because higher education also provides provisions to students as prospective professional teachers.

Based on some of these descriptions, this study discussed forms of politeness and language in Psycholinguistics lecture activities for class 2020A STKIP PGRI Jombang students and markers of politeness. In language rules, Leech divided politeness principles into six categories; namely tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. It is intended that the communication process continues to run smoothly without any parties who feel frightened or offended, both in using language directly or indirectly.

LITERATURE SURVEY

Politeness is important in the communication event. The theory of 'face' proposed by Brown and Levinson established the theory as the 'core' of researching politeness to analyze the interaction of human beings in daily life communication. It can also reflect the social relationship between participants of the event. Brown and Levinson (1987: 69) classified politeness strategies into four ones. They are off-record and on record. On record strategies can be divided into face saving act and face threatening act (bald on record).

In relation to education, politeness has a very important role in a learning process carried out in college. Universities in producing data in the form of descriptive languages can be said to be the basis for teaching language (Nurhadi, 1995). This means that there is a correlation between language teaching and students' speech acts. This correlation is related to students' ability to learn languages, especially Indonesian. Dulay also stated that environmental conditions state that the state of the language environment is very important for students who learn languages to be able to successfully learn a new language (Nurhadi, 1995). One of the determinants of the success of the character-based language learning process is the interaction between lecturers and students in the learning process. Speaking politely will show that students have the expected character, and the lecturers have at least contributed to language politeness. From this aspect, it is hoped that there will be language politeness for all students who will practice knowledge in the community or teach at school. The issue of language politeness is indeed not only focused on politeness issues between lecturers and students, but also focused among students. Several cases of politeness in some high schools are still rarely felt, either by teachers towards students or vice versa. Subroto stated that the realization of language politeness with a Javanese cultural background experienced a remarkable

decline in the past two decades (Prayitno, 2011).

Six maxims are used to express the politeness principle. Maxim is a linguistic principle that governs actions, language use, and interpretations of such acts and utterances in linguistic interaction. A pragmatic form based on the cooperative principle and the civility principle is also used to describe the maxim. These maxims advise us to speak respectfully and avoid using crude language when expressing our opinions. There are four maxims incorporating two-pole scales among these concepts, including cost-benefit and praise-disparagement. The tact maxim, the generosity maxim, the approval maxim, and the modesty maxim are these four maxims. The other two maxims (the agreement maxim and the sympathy maxim) involve scales of only one pole, the scale of agreement and the scale of sympathy. Although between one scale and another are related, each maxim is distinctly different, since each maxim refers to different rating scale. The maxims od Politeness principle tend to go in pairs as (I) Tact maxim (in impositives and commissives): (a) minimize cost to other; [(b) maximize benefit to other]; (II) Generosity maxim (in impositives and commissives): (a) minimize benefit to self; [(b) maximize cost to self]; (III) Approbation maxim (in expressives and assertives): (a) minimize dispraise of other; [(b) maximize praise of other]; (IV) Modesty maxim (in expressives and assertives): (a) minimize praise of self; [(b) maximize dispraise of self]; (V) Agreement maxim (in assertives): (a) minimize disagreement between self and other; [(b) maximize agreement between self and other]; (VI) Sympathy maxim (in assertives): (a) minimize antipathy between self and other; [(b) maximize sympathy between self and other] (Leech, 1983, p. 132).

RESEARCH METHOD

This study employed descriptive qualitative method. There were some stages of

collecting data, they were recording, data transcripts, data identification, and data codification. Besides, they employed the technique of obtaining data. It was note-taking that is used to record the utterance that occurs and to minimize data loss or errors.

They analyzed data by using the equivalent method. The equivalent method is a method whose determining device is outside, detached, and is not part of the language in question (Sudaryanto, 1993).

RESULTS AND DISCUSSION

1. The maxim of wisdom (tact maxim)

There was a data referred to the maxim of tact obtained in a learning process that has been observed by researchers. It could be showed as follows:

Data (1)

Lecturer: **"Saudara perhatikan. Pada hari ini, kita lanjutkan perkuliahan tentang Perolehan Bahasa. Hal ini perlu diketahui oleh seluruh mahasiswa bahwa semua siswa berhak mendapat perlakuan yang sama dalam pembelajaran tanpa melihat perbedaan".**

Language marker: asking.

Implicature: The lecturer opened the lesson by asking students to pay attention and explained the material for children with special needs.

Data (1) showed that the lecturer asked students to do as what the lecturer wanted. The lecturer used direct and an imperative sentence in her utterance. She applied declarative speech acts (types of speech acts that are performed with the intention of getting the partner to do something). This showed the humility of the lecturer before giving material to students. The response shown by the students was positive, although there was a tendency to be passive because of the background factors of the students in the class who were passive towards the lecturer. The wisdom shown by the lecturer could be seen from the way she gave the material.

2. The Maxi of Generosity

It was different from data 1, the researchers found the maxim of generosity obtained in a learning process in data 2 that has been observed by researchers. It could be showed as follows:

Data 2:

Lecturer: **"Maaf hari ini saya tidak dapat kuliah secara luring karena ada kegiatan studi banding. Perkulihan hari ini melalui SPADA"**

Lingual marker: intonation asking

Implicature: Lecturer asked students to get learning through SPADA.

Data (2), the lecturer when giving material in class said that that day he could not give a lecture because at the same time there was a comparative study from another university. The lecturer used the word 'sorry' as a sign of expressive speech act, which is stating something because there should be face-to-face lectures in class but they are replaced with SPADA.

The sentence used was in the form of an imperative sentence or a request sentence. The role of the lecturer in this case was to position herself as a speaker who carefully used the word 'sorry'. Thus, the lecturer showed generosity to express forgiveness for actions that could not be carried out properly.

3. The Maxim of Approbation

The data exposing the maxim of approbation existed in learning at STKIP PGRI Jombang could be showed in the lecturer's utterance as below:

Lecturer: **"Baik terimakasih. Hasil Observasi kelompok dua yang telah siap dipresentasikan. Kepada Moderator disilakan.**

Language markers: Appreciative intonation

Implicature: The lecturer finished the previous discussion and restarted the next discussion presented by group 2. She said 'thank you' for the work done in the observation.

Based on the data above, the lecturer, at the beginning, explained the roles of each group that had been divided by the PJMK (Student

in Charge of the Course). When students finished presenting the results of observations at school, then lecturer gave reinforcement toward group in relation to the material discussed. Thus, the lecturer conveyed it in the form of the word "thank you" to students. Itis a type of expressive speech act as a speech that arises from the previous situation. The utterance used by the lecturer included exclamative sentences that express the admiration or feelings of the speaker. This expression of thanks is part of politeness in Indonesian, which means sincere thanks and is not ambiguous. The utterance is intended by the speaker to give appreciation to the speech partner as Leech's politeness principle suggested.

4. The Maxim of Modesty

This data referred to observance of the maxim of modesty. It could be seen from the conversations that occurred in learning are in the form of regional languages and Indonesian, because the use of Javanese still dominates and is the language that is easily understood by students.

Utterance: *Dereng*

Lingual marker: intonation answers

Implicature: Student named 'Ari' answered in Javanese Krama, "***dereng***"

Based on the data above, in learning process, the lecturer asked students whether they had carried out therapy after midterms? One student named Ari answered in a humble tone and used Javanese Krama "*dereng*". In this utterance, she answered the lecturer's question with the word "*dereng*" which means "not yet". The form of simplicity shown by students is by using the Javanese Krama language, not the Javanese Ngoko language. In Javanese culture, especially today's Javanese society, the use of Javanese Krama is a form of refinement that can minimize impoliteness between speakers and speech partners. Looking at the background of interactions that often occur in lectures, it shows that students use Indonesian and fine Javanese when responding to speech delivered by lecturers. In addition, students also use Javanese

Ngoko when interacting with other fellow students. This answer reflects the modesty of the students when responding to the lecturer's questions. The type of utterance used was assertive speech acts, namely speech acts that bind the speaker to the truth in the form of statements, telling, showing, and so on. Thus, this story is included as obedience to Leech's maxim of modesty.

5. The Maxim of Agreement

The data referred to the maxim of agreement could be found in this data when learning process of psycholinguistics subject was happening is as follows.

Utterance: "baik"

Markers of Intentions: Answering Intonation

Implicature: In psycholinguistics learning, the lecturer explained the material to students then one of the students responded appropriately without interrupting the lecturer's explanation.

Based on the data above, it showed that there was material delivered by the lecturer to the students. Students only continued the final syllables proposed by the lecturer with the initial syllables during learning, thus there is an initiative response shown by students. One of the students could respond to the teacher's statement precisely, decisively, and straightforwardly towards the lecturer's speech intent. Based on these speeches, it appeared that students understood what the lecturer said and maximized compatibility in class communication. The lecturer explained about the various kinds of disorders that occurred in children which the student immediately responded to, with the word "baik". There is a match between the speaker and the speech partner, thus it referred to a polite attitude. This is an example of compliance with the maxim of agreement. The speech act used was an assertive speech act, namely a speech that aimed to provide information in the form of a statement.

6. The Maxim of Sympathy

The maxim of sympathy could be found in Psycholinguistics learning process between lecturer and students as follows:

Utterance: "Nah, sampaikan hasil wawancara kepada Kepaa Sekolah"

Language Marker: Responding intonation

Implicature: The lecturer responded to student's answer in a gentle and appreciative tone.

Based on the data, it showed that there was one adherence to the principle of politeness, namely the maxim of sympathy in the form of appreciation for the results of the interview. When the lecturer explained material about autism and wanted to explain about the description, the lecturer asked the question, "What is autism? (apakah autis)?" The students answered, "one type of student with special needs (salah satu siswa berkebutuhan khusus)". The maxim of sympathy outlined each participant's utterance to maximize self-respect and minimize self-respect. Like the form of speech in agreement maxim in general, this utterance was also an expressive sentence in the form of a sentence of sympathy.

CONCLUSION

Based on the data analysis occurred in Psycholinguistics learning, the researchers have found forms and markers of polite speech based on the principle of politeness in language, namely a form of polite speech is a speech that obeys politeness maxims as Leech's politeness rules and politeness strategies and Brown's and Levinson's politeness theory proposed. They found six types of maxims used during Psycholinguistics learning. They were 1) the maxim of tact occurred in the lecturer's utterances when explaining lecture material, 2. The maxim of generosity occurred during speeches between lecturers and students when establishing agreements in discussions, 3) the maxim of approbation occurred when lecturers appreciation for students, 4) the maxim of modesty occurred when students answering lecturers' questions, 5) the maxim of agreement occurred in utterances when students answering with exclamations. and 6) the maxim of sympathy occurred in speech when responding.

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