

CHAPTER II

LITERATURE REVIEW

A. Value of Language Politeness

1. Definition of Politeness

In the third edition of the Big Indonesian Dictionary (KBBI), what is meant by politeness is demeanor and kindness (his manners, behavior). Another opinion is described in that politeness (politeness), politeness, or rules are procedures, customs, or habits that apply in society. Politeness is a rule of behavior that is determined and mutually agreed upon by a certain community so that politeness is also a prerequisite for social behavior. Therefore, this politeness is commonly called "manners".

language politeness has been explained by Robin Lakoff (in Chaer, 2010:46), in the thesis repository of UNAS (2022:10) he says that if a speech should be heard politely by listeners or interlocutors, then there

are three politeness rules that must be fulfilled by speakers and speech partners. The three rules include formality, hesitancy, and equality or camaraderie. This statement shows that if an utterance is less formal, less assertive, and has a lower parallel rating, then it is certain that the utterance will have a lower level or gradation of politeness among the speech situations.

According to (Anam, 2011) "language politeness is one aspect that needs to be considered in communication. The politeness of an utterance is very dependent on the size of the politeness of the community speaking the language used. Speech in Indonesian is generally considered polite if the speaker uses polite words, his speech does not contain direct ridicule, does not rule directly, and respects others. Language politeness, especially in verbal communication, can be seen from several indicators. One of them is the existence of politeness maxims in the speech which are studied in linguistics and

pragmatics. The more the maxims of politeness are fulfilled in an utterance, the more polite the utterance will be. Acting speech is one of the functional activities of humans as language creatures.

Language plays an important role in human life. Humans use language as a means to communicate. Language is used as a communication tool to convey the message or intent of the speaker to the listener. The use of language as a means of communication is influenced by social and situational factors. Social factors that influence the use of language are social status, gender, age, education level, economic level and so on. "Situational factors include who is speaking in what language, to whom,

when, where, about what, in what situation, what path is used, which language variety is used, and the purpose of the speaker" (Nababan, 1986: 7) Language life in society is a key to improve or straighten communication procedures. Today, not a few people

use language freely without being based on moral, value, or religious considerations. “As a result of freedom without values, various conflicts and disputes are born in the community. One example, student demonstrations as an intellectual community, are now often accompanied by blasphemous words that are far from polite ethics” (Mislikhah, 2014).

Language politeness is one of the studies of pragmatics. If someone talks about politeness in language, it means talking about pragmatics. Some experts who discuss language politeness are Lakoff, Fraser Brown and Levinson and Leech. Their theory basically departs from the same observation, namely that in actual communication, speakers do not always obey the Grice Cooperation Principle, which consists of the maxims of quality, quantity, relevance, and method/implementation. The difference, among other things, lies in how the experts see the form of politeness rules (social rules), while Fraser and Brown

and Levinson (perhaps the most profound), followed by Leech's theory. As stated by Lakoff, (in Gunawan, he argues that, there are three rules that we need to obey so that our speech sounds polite to our listeners or interlocutors. The three rules of politeness are formality, dexterity, and equality or camaraderie (ODE, 2015).

2. Classification of the Principles of Language Politeness

The principle of politeness relates to two participants in the conversation, namely oneself (self) and others (other). The self is the speaker, and the other person is the interlocutor, and the third person spoken of by the speaker and the interlocutor. In line with the above, according to Rahardi, in acting politely, so that the message can be conveyed properly to the speech participants, the communication that occurs needs to consider the principles of language politeness.

B. Definition of Spoken Language

Scholars have different definitions of spoken language. According to Smidt in Akil and Winata (2017: 96), spoken language is a communication system used by humans to express children's thoughts. Meanwhile, according to Dwiantari, et al (2016) said that children have been able to express their wishes, rejections, and opinions with spoken language. Oral language can be used by children as a means of communication. Furthermore, Pudjaningsih (2013: 85-86), said that spoken language is an activity to express thoughts, ideas, and feelings. In addition, the child's spoken language increases according to the child's age where the child's vocabulary will be more used when communicating with their peers. Based on the expert opinion above, it is concluded that the development of spoken language in early childhood is the language used by children where children can say and express their wishes and opinions directly when

communicating with other people, especially their peers while playing. (Maidita Putri,2018:171-179)

C. English Learning

a. Learning

Learning is a process of interaction between students and educators and learning resources in a learning environment that includes teachers and students exchanging information.

Arikunto (2005: 12), suggests "learning is an activity in which there is a process of mastery of knowledge, skills, and attitudes by the subject who is learning". In addition, Arikunto (2005: 4),

"learning is educational assistance to students in order to reach maturity in the fields of knowledge, skills, and attitudes". Learning has a similar meaning to teaching, but actually has a different connotation. Teaching is the work of one party, namely the work of the teacher, while

learning implies an interaction between the teacher and students.

Interactions in learning are referred to as educative interactions, namely interactions that take place in a bond for educational and learning purposes. Tirtahardja and La Sulo (2010: 57), educative interaction is basically reciprocal communication between students and educators that is directed towards educational goals. Then, according to Sardiman (2007: 207) "it is only natural that in the interaction between individuals in the classroom there will be a form of mutual action and reaction called educative interaction".

In the learning process, teaching and learning interactions occur which are also referred to as educative interactions. These interactions are interactions between teachers and students, students with teachers, and students with students. In educative interactions, it is expected that all

involved in it play an active role, so as to create reciprocal communication between teachers and students, and students and students. In fact, the size of the variation in interaction depends on the teaching method used. For example, the question and answer method is expected by the teacher and students to take a lot of action, while the discussion method involves more interaction between students and students on the initiative and direction of the teacher. In the lecture method, the teacher takes more action than the students.

D. Brown and Levinson Theory

The theory of Brown and Levinson in Politeness (1987) in research Journal of Research and Innovation in Language (2019:111-117) extensively uses as basic research by researchers in the field of not only in linguistic but also in economic, psychology and so on. In the last three decades, the research on politeness strategies has increased significantly in

terms of social and linguistic aspects. It is evident which comes from the various paper appear on the issues in the international journals and monographs Brown and Levinson developed a theory to explain phenomena related to the politeness.

Brown and Levinson initiated a more comprehensive theory of politeness. They state that language politeness is essentially a deviation from a rational and efficient form of speech. However, the speech partner can understand the reasons for the irrationality and inefficiency of the speaker's speech. This theory underlies the view of Brown and Levinson on the concept of 'face' (face), which is defined as a self-image of a speaker that is owned and must be guided by every rational adult individual when he interacts in speech. The concept of Puka includes two interrelated aspects, namely positive face and negative face. Positive face is the desire of all speakers so that their faces are liked by the interlocutor. While the

negative face is the desire of all speakers so that their actions are not hindered by the interlocutor.

In general, in every interaction the speech partners will work together to keep each other's face. However, it is impossible for a conversation to take place without pressure or inclination from one party to (PHQJJDQJXX) or (PHQJDQFDP) the other party. An action, such as ordering, is a potential threat to the face of the person being ordered. Such speech acts by Brown and Levinson are referred to as face-threatening speech acts (FTAs). If a speaker must perform an FTA, he or she must determine how it should be pronounced. According to Brown and Levinson, the first choice that must be taken is whether the FTA should be carried out directly (on record) or indirectly (off record). If the chosen strategy is on record, speakers can do it directly without any action that serves to soften or reduce the FTA. Speech acts like this are direct, clear, and

unambiguous. On the other hand, if off-record speech acts are chosen, then the speech will be accompanied by smoothing actions in an effort to show that threats to unwanted faces will protect the face of the speech partner. This can be achieved by adopting positive or negative politeness strategies (Kuntarto 2014).

Positive politeness is a balancing act directed at maintaining the positive face of the interlocutor, which is done by the speaker by showing that the speaker respects the wishes and needs of the speech partner. On the other hand, negative politeness is a balancing act directed at keeping the speech partner's negative face, which is done by showing the speaker's intention that does not intend to deceive the speech partner through restrictions on the speech partner's actions. The off record strategy enables speakers to avoid the responsibility of performing an FTA. This can be achieved by conducting conversational implicatures.

According to Brown and Levinson there are three social variables that affect the level of politeness between the speaker and the speech partner: the speaker's relative power level to the speech partner or SRZHU∂ (P), the speaker's social distance with the speech partner or VRFLDO GLVWDQFH∂ (D), and the level of absolute imposition of a speech (R). The increase in the power of the speech partner (P), social distance (D), and the absolute level of the imposition of a speech (R) will increase the weight of an FTA. This increase in weight will usually result in a higher use of politeness.

1. FTA

According to Brown and Levinson acts of facial threats may threaten the face of the speaker or the face of the audience, threatening the face, either positive or negative. FTA or Face Threatening Act involves showing expressions of thank,

condolences, promises, and non-verbal behaviors such as stumbling, falling or utterances threatening each others intrinsic face (positive or negative). It also includes disagreement critique, request, lousy news and demand. For example demands threaten the negative face of the target because compliance with the request interferes with its will to remain independent. Besides, FTA is an act that threaten an interlocutors face. Brown and Levinson proposed that when facing the need for FTA, a person should explicitly and effectively execute FTA, or attempt to mitigate the effect of FTA on the positive and negative face of the listener.

2. Face

The politeness theory of Brown and Levinson has become a paradigm for study on politeness strategy. The central point of Brown and Levinson theory is the idea of the face.

In addition, Brown and Levinson also define five levels of politeness strategies that have the potential to threaten the faces of the parties involved in an interaction. The five FTAs are arranged in different hierarchical levels, starting from direct speech acts to indirect speech acts. Direct FTA, such as speech that is recorded openly (baldly on record) is seen as having the highest potential to threaten the faces of the parties involved, and indirect FTA, such as speech that is not recorded frankly (off record) is seen as having the lowest potential as a threat. and at the same time it is the most polite speech act of the parties involved (2) positive politeness; (3) negative

politeness; (4) indirect speech acts; and (5) FTAs. In Brown and Levinson's model, positive politeness and negative politeness are mutually exclusive and mutually beneficial, and negative politeness is better able to maintain face than positive politeness.

E. Politeness Strategies

The concept of politeness strategies are developed to prevent someone from being embarrassed or from feeling uncomfortable, to save the listener's "face". The politeness strategies Brown and Levinson could be divided into four main strategies; bald-on-record, positive politeness, negative politeness, and off-record politeness strategies. Throughout his research, Hamuddin,(2012) thought that these four techniques could still be used in the current situation.

a. Bald-on-record

According to Brown and Levinson, bald on record strategy is a direct way of saying things, without any

minimization to imposition, in a direct, clear, unambiguous and concise way. There are different kinds of bald-on-record usage in different circumstance.

It is because the speaker can have different motives for their wants to do the FTA with minimum efficiency.

b. Positive Politeness

The second strategy is constructive politeness and is usually found in groups of friends or in situations where people of certain social circumstances are reasonably familiar to each other. It typically tries to minimize the difference between them by demonstrating friendliness and a keen interest in wanting to follow the address (minimize FTA), i.e, this

technique aims to minimize the danger to the audience.

Positive politeness is less polite than negative politeness because the particular face violated by the FTA is not necessarily corrected. Brown and Levinson note the good politeness is that the correction partly meets the desire that one desires, or that in some ways some of the redresses are close to the desire of the addressee. Brown and Levinson added that the dimension of insincerity in inflated expressions of consent or interest compensates by implicating that the speaker genuinely wants a right image to be improved, for example.

c. *Negative Politeness*

Brown and Levinson said; “it is a remedial action directed at the negative face of the addressee, who needs unimpeded freedom action and consideration from the addresser and differentiates between the negative and positive politeness. The negative politeness is the core of the respective compartment, just as the heart of ‘families’ and ‘joking’ is positive politeness. In addition, Brown and Levinson say that the negative politeness outputs in all forms are used in general for social “distancing”. Therefore, they are likely to be used whenever a speaker or a sender wants to put a social brake on the course of interaction.

d. Off-record

Brown and Levinson noted that for off-record strategy “the actor leaves it up to the addressee to decide how to interpret the act”. The of-record strategy as communicative act which is done in such a way that a clear communicative intention cannot be attributed. In this situation, the actor leaves himself ‘out’ by giving some defensible interpretations. In addition, Brown and Levinson listed one of the main strategies of non-recording and its sub-categories, giving hints, giving association clues, presupposing, understanding, overstating, using tautologies, using contradictions, being ironic, using metaphors, and using a rhetorical question. The other primary

technique is unclear or uncertain, and its subcategories are ambiguous, vague, over-generalizing, hearing-displacing and incomplete.

F. Principles Politeness

Brown and Levinson (1987) principles work same as who submitted Grice in communication, indeed, often violated or not observed by the participants of mtur. This is due to in communicating our goals not only to provide information, other than also to maintain or maintain a relationship social relations. Seen from the process of strategy in to communicate, so to speak is an effort to unite unrelationship between one person and another what could have been a violation-violations politeness. In this connection what when someone speaking is not always related to the problem textual, but often associated with interpersonal issues. To facilitate a communication, praumatic the need for cooperation and interpersonal

pragmatics needs principles another is the principle of politeness.

a. *Maxim of Wisdom/wisdom (Tact Maxim)*

In this maxim of wisdom it is explained that in speaking politely every participant of the speech must always try to minimize losses to others, and maximize benefits to others as well (Rahardi, Yuliana Setyaningsih, and Rische Purnama, 2018: 59). So the dimension to be shown in the wisdom maxim or 'tact maxim' is the dimension of other people or 'others', not the dimension of oneself or 'self'. In certain cultures and societies, prioritizing oneself or 'self' is a very unwise action.

According to the expert's opinion, the maxim of wisdom is prioritizing other people or other parties and reducing one's own advantage. (1) Amir: Lia, please eat first, we already ate earlier (2) Lia: We are the same (Said by a friend to another friend, they don't bring food to school). In this story it is very clear that what Amir said really maximized Lia's profits.

b. Generosity Maxim

Brown (1987) In Journal up.batam (2018) states that "the maxim of generosity or generosity maxim, the speech participants are expected to respect other people". The maxim of generosity or generosity maxim outlines that, in order for someone's speech to be characterized as polite and courteous, it must be made as simple and simple as possible. The person who says it must also be humble, not conversely being arrogant and arrogant. By placing his figure in a position that is below or in a low position, it means that the person is being kind, being generous, and behaving as a benefactor towards other parties. For example in the following, Boarding boy A : let me wash your dirty clothes! My dirty clothes are not dirty much. Boarding house boy B : It's okay sis, none of my clothes are dirty. From the speech delivered by Person A, it can be seen clearly that he is trying to maximize the benefits of other parties by adding a burden to himself.

Thus, it can be said that the maxim of generosity is that speakers must be polite and be able to respect others, reduce their own gains and maximize the benefits of other parties.

c. Maxim of Appreciation/Praise (Approbation Maxim)

According Brown dan Levinson in Rische Purnama (2018: 61), the main thing desired by this 'approbation maxim' is that in speaking activity, people must always try to maximize losses for themselves, and minimize gains for themselves. . Thus it can be said, that people must always try to accept themselves as they are. For example the following: Son: Dad...I've gone to class. Father: very good, son, keep improving! Spoken by a son to his father. The speech conveyed by the child to his father was appreciated by his father very well even though it was only limited to grade promotion

d. Sympathy Maxim

Brown and Levinson (1987) in the Journal (2019) In the sympathy maxim, it is expected that the speech participants can maximize the attitude of sympathy between one party and another. Antipathy towards one of the speech participants will be considered as an act of impoliteness. If someone puts forward a sense of antipathy towards another, what happens is a very disharmonious situation between one party and another. For example, the following. Ani : "Tut, my grandma died". Tuti: "My deepest condolences Ni" Said by a woman to her close friend/ Guidelines for how to speak politely according to Pranowo (in Suharijadi 2018:117) are "(1) Maintaining the mood of the interlocutor so that he is willing to talk to us; (2) Reconciling our (speaker's) feelings with the feelings of the interlocutor so that the contents of the speech are both desired because they are both desired; (3) Keeping the speech acceptable to the interlocutor because; (4) Make sure that the speaker's

incompetence in the presence of the interlocutor shows the speaker's incompetence; (5) Keeping in speech the position of the interlocutor is always seen in a position that is farther away; (6) Keeping the speech always involved so that what is said to the interlocutor is also felt by the speaker.

