

Language Politeness of Asahan University Students Semester V Language Education Study Program

Fitri Lusiana Samosir¹, Wisman Hadi,² Mara Untung Ritonga³

{samosirfitri6@gmail.com¹, wismanhadi@gmail.com², ritonga.unimed@gmail.com³}

Indonesia Language and Literature Education, Post- Graduate Program Medan State University,
Indonesia 2023

Abstract. There is poor communication between students and lecturers, so lecturers feel students are not polite in delivering messages. Therefore, this study aims to examine the form of language politeness of Asahan University students in Semester V of the Indonesian Education Study Program for the 2022/2023 academic year. The method used in this study is a qualitative method by describing forms of language politeness. The technique carried out is by open questionnaires and direct observation. Open questionnaires are used to see the use of students' written language in communicating with lecturers. Direct observation is used to see oral communication. The results obtained are that the politeness of students and lecturers is good. Students create the form of politeness in language by giving greetings, asking permission, giving choices, using excessive words, humbling, using respectful sentences, and using greeting words. Respondents' Malay culture also influences this language's politeness.

Keywords: Politeness, language.

1 Introduction

University Asahan is located in the city of Asahan Regency. The location of Asahan Regency is in the north, bordered by Batubara Regency and Simalungun Regency; in the east, it is bordered by the Strait of Malacca; in the south, it is bordered by Labuhan Batu Regency and Toba Samosir; in the west it is bordered by Simalungun Regency. Judging from the border of Asahan Regency, the population is said to be multi-ethnic. Asahan Regency is an ethnically diverse district with ethnic populations of Malay, Batak, Nias, Minang, Aceh, Banjar, Chinese, Indian, Sundanese, and Javanese.

Although the population of Asahan is multi-ethnic, the characteristics of the Malay tribe are still very thick. This is because the Asahan Regency is the territory of the Asahan Sultanate. Ibu, the city of Asahan Regency, used to be Tanjung Balai. After the expansion, Tanjung Balai City became a Municipality, while Asahan Regency stood alone with its capital city, Kisaran.

The mixing between tribes in Asahan Regency had little effect on the characteristics of the language dialects in the community. The characteristics of Asahan Malay are still strong in communication. In addition, the Malay tribe is one of the ethnic groups that are friendly, gentle, and polite. The reflection of Malay politeness constantly emits smiles and greetings, and, no less attractive, always uses pantun to convey formal messages.

As a social being, every human being must communicate politely, especially when talking to people who are not yet known or people who are above their social status. If someone can speak politely, communication will be smooth. The ability to communicate politely between students and lecturers must be possessed. Based on this, this study aims to review the form of language politeness used by students in the fifth semester of the Indonesian Education Study Program for the 2022/2023 academic year of Asahan University.

In studying language politeness, the theories used are sociolinguistic and pragmatic. The two fields of science are interconnected in studying language politeness. Language politeness has something to do with the socio-culture of the local community—similarly, pragmatic studies related to language use. Pragmatic studies look at language that is adjusted to who the other person is, the topic of conversation, and the place of speaking.

The above is by Mardikantoro's opinion in Cahyani and Rokhman (2017), the use of language and language habits in society is closely related to sociolinguistics and pragmatic sciences. The two fields of science are interconnected with each other and can even be said to complement each other.[1]

One of the requirements for good communication is the creation of polite communication. However, the politeness of this language can vary by region and context. For example, the syllable *bujang* in the Malay tribe is different in meaning from the Mandailing tribe. In the Malay tribe, the word *bujang* means an unmarried man, but in the Mandailing tribe, the word *bujang* means human genitals. According to the context, a person speaking with curses to his close friends is considered still polite. Unlike the case of swear words thrown at people who are not familiar, it will contain the meaning of impolite.

Following Yule's opinion in Anggraini (2021), politeness is a prerequisite in social behavior in the form of rules and regulations that a specific community has agreed upon and set. According to one community, it is polite. However, other people could be more polite, for example, indicating satiety by making sounds that seem polite to the Batak community but not necessarily polite to the Minang or Malay people.[2]

Furthermore, Gunawan (2013) stated that the problem of language politeness is closely related to the problem of maintaining self-esteem. The use of polite language maintains the self-esteem of the speaker and receiver of the message so that misunderstandings do not occur. If there is a misunderstanding, communication will be hampered.[3]

Among others, Leech's theory of civility is used by Rahardi (2005) and Zamzani (2010). Rahardi (2005) suggests that there are four scales of language politeness, namely (1) the scale of loss and gain, (2) refers to the many or at least options conveyed by the speaker to the speech partner in speech activities, (3) indirectness refers to the direct or indirect level of the meaning of a speech, (4) authority refers to the relationship of social status between speakers and speech partners involved in speech.[4] [5] [4]

Furthermore, Zamzani (2020) discusses good speech based on Leech's principle. There are six, namely as follows. 1) speech that benefits others 2) speech that minimizes benefits to oneself. 3) speech that respects others 4) speech that humbles one's own heart 5) speech that maximizes speech compatibility with others. 6) speech that maximizes sympathy for others.[5]

Many people have done language politeness, among others, Kiftian et al (2022) entitled [6] *Practical Budget for Language Politeness of Students to Elementary School Teachers*, [7] Yonsa (2020) titled *Establish social relationships through language politeness*, [3] Gunawan (2013) *The form of student language politeness towards lecturers at Stain Kendari: A sociopragmatic study*. [8] Cahyaningrum (2018). [9] Maharani, Arnisa Sepdilya (2022) *Analysis of the Principle of Civility in Learning Alternative Student Debates Class X Teaching Materials for the 2021/2022 Academic Year*. The research above is basically almost the same as the research in this article. As for what distinguishes it in the data retrieval technique and data analysis.

2 Research Method

The method used in research is a qualitative model. Qualitative research, according to Moleong (2004), Iskandar (2009), and Arikunto (2006), suggests that qualitative research is research that requires accuracy in revealing social phenomena that are the object of research— data retrieval techniques through recording and open questionnaires. Students are asked to make sentences related to question sentences, start answers to lecturers' questions, rebuttal sentences, and reminder sentences for lecturers to enter the class and for lecturers to end the lesson. Respondents used as many as 22 people to see variations in language politeness. The data were analyzed based on Leech's (2005) theory cited by Rahardi (2005) and Zamzani (2010). Data analysis was carried out by identifying forms of language politeness based on using sentences in asking, answering, refuting, and reminding. In analyzing, this study determines the elements of politeness in the sentence to be discussed and conclusions drawn. [10] [11] [12] [4] [5].

3 Finding and Discussion

Based on the results of data analysis, the forms of language politeness used by students in the fifth semester of the Language Education Study Program at Asahan University are suitable. In this discussion, politeness will be described in question sentences, sentences answering questions, refuting sentences, and reminder sentences.

At Question sentences during teaching and learning activities, the form of language politeness used by students to lecturers can be seen in the dialogue below.

1a. Lecturer: "From my explanation of context, would anyone want to ask?"

Student (1): "From the explanation of the material that you presented, I want to ask ma'am"

Student (2): " Raise your hand " Sorry bu I don't understand can be summarized or Clarify the material so that you can understand the material, ma'am"

Student (3): "Permission to ask mom, why is answer number 2 the same as answer number 4"

If Looking at the data above, students have used polite language in creating language politeness in question sentences. This is seen in making question sentences by using wordsorry, permission, ask, sorry ma'am. Question sentences beginning with the word sorry, permission, ask, sorry bukis a manifestation of creating politeness of speech when

communicating with lecturers. Therefore, the form of language politeness carried out by students is: the use of greeting words Mum raise your hand, apology request and permission request. This form of politeness is a form of politeness, humility, and sacrifice.

The form of politeness in the sentence answering the lecturer's question can be seen in the sentence below.

2a Lecturer: "Is it important that we master the context in speaking, and what contexts we need to master"

Student (1): "Well, I will answer questions from my mother about context, if my answer is not understood, friends can help and can add to my statement"

Student (2): "In my opinion and based on the explanation in the book"

Student (3): "Okay thank you mom, I will answer the question from mom"

Student (4): "Let me answer a question from the lecturer's mother"

The data above shows that students have used polite language when answering questions. This can be seen when making sentences and answering questions using the words well, thank you, and "Let me answer... The words in the sentence answering the question begin with the words okay, good thank you, " and "Let me answer, is a manifestation in creating politeness of speaking when communicating with lecturers. If you look at the data above, the form of politeness in language used by students is a form of politeness, humility, and respect..

The form of politeness in the sentence refutes the lecturer's statement can be seen in the following sentence.

Student (1): "Sorry ma'am, I deny your opinion about....."

Student (2): "Sorry buk.. I am not pleased with my mother's statement."

Student (3): "Permission to add a little bit from mother's opinion,..."

Student (4): "I'm sorry buk, little I deny mom's explanation"

The data above shows that the form of language politeness created by students has used polite language when refuting the lecturer's opinion. This can be seen when making sentences using the words sorry buk, sorry, and permission to add. In creating language politeness, students use the word sorry and permission to add. However, some students use words that are not polite. As for the sentence, "Sorry, ma'am, I deny your opinion." The word denial seems impolite, but with the word sorry, the impression of disrespect is not felt. In making denial sentences, students do not use the word disagree, which is considered more neutral in meaning, especially in creating language politeness. The form of politeness created meets the requirements of speech in the form of respect for others, speech that humbles one's heart, and speech that maximizes the compatibility of speech with others, namely by using the phrase "Permission to add a little from the mother's opinion,..."

The form of politeness in the sentence warns the lecturer to enter the class can be seen in the example below.

Student (1): AssalamualaikumWr.Wb., sorry, I just reminded the schedule
Pragmatics course In VB class at 2 pm. We are in room J,
Thank you"

Student (2): "Please leave ma'am, today we have a schedule in VB class and it is 20 years late
minutes ma'am"

Student (3): "I'm sorry ma'am.. It's already your time to enter our class, I hope you will soon
Enter so that the material to be delivered can be discussed and understood by us
effective"

Student (4): "Assalamualaikum, Wr.Wb. Mom today there is an entrance schedule at 13.00,
whether You can attend the lecture this afternoon"

The data above shows that students' statements reminding lecturers to enter class are polite. In making sentences so that lecturers are not offended by their statements, students are reminded to enter the classroom by using the words sorry, greetings, words please permission, meaningful sentences of choice, and time reminders. The sentences used by students have met the requirements for language politeness. The form of polite language used by students is a form of respect, humility, making choices, and minimizing benefits for themselves. As for the reaction caused by the lecturer in the form of rushing to enter the classroom by muttering the sentence yes, wait in class, soon I will enter.

The form of politeness in the sentence reminding the lecturer to end the lesson can be seen in the following example sentence.

Student (1): "Sorry mom, our study time has run out and the course will continue after mom"

Student (2): "I'm sorry, our class is over, the next lecturer is waiting to enter our class"

Student (3): "Sorry ma'am, I want to remind you that our learning process time has run out at 14.00 WIB"

Student (4): "Sorry buk in advance, I want to inform you that my mother's teaching time has run out in our class"

The form of language politeness in allowing lecturers to end the lesson because the course learning time has been completed, can be said to be polite. Language politeness can be seen by using the word sorry, indicating the time, and giving reasons for the lecturer who will enter the class. However, some students use straightforward sentences, namely in student sentences (4). The directness conveyed by students does not reduce the politeness of language because it is preceded by a statement of apology from the previous book. Therefore, the form of politeness created by students in lecturers is a form of respect, humility, making choices, and minimizing benefits for themselves.

The distance factor between students and lecturers fulfills language politeness. Language politeness is fulfilled by opening greetings, apologies, and permission phrases. The questioner stated the phrase to demean him. Language politeness is also fulfilled when giving choices

and, as in the sentence reminding the lecturer to enter the class, for example: "Can you enter the class today?", "Assalamualaikum, Mom, we have a schedule to enter the class today, mom, do you enter today."

From the analysis above, the language politeness created by students of the Asahan University Language Education Study Program in Semester V of the 2022/2023 Academic Year is good. The choice of words is good but less effective because using sentences is not straightforward. Lack of clarity in language use is influenced by status in education and age. In addition, politeness of language is created by prefixing the greeting "Assalamualaikum," which is a habit for Muslims in starting conversations. Students do not use neutral greetings such as Good morning. The delivery of the greeting "Assalamualaikum" is also influenced by Malay culture. Lack of clarity in language can also be influenced by the culture of students in the Malay environment, even if the students are Javanese or Batak.

In terms of sociolinguistic studies, the use of student language in creating language politeness is influenced by socio-culture. Malay culture is very thickly seen when students deliver messages. Students use assalamualaikum and opening sentences like a lecturer when opening discussions. The students spoke cautiously. The caution of students speaking can be seen when expressing convolutedly or less firmly.

Based on the data and description above, student sentences in starting questions, answering questions, refuting lecturers' opinions, reminding lecturers to end lessons, and reminding lecturers to enter class have met the requirements for language politeness. The language politeness requirements that are met are speech that respects others, speech that humbles one's own heart, and speech that maximizes speech compatibility with others. Statements begin by using polite markers, which are apologies that use the word "sorry" and the greeting word "sir" or "father. Statements made by students to lecturers have a polite effect, using indirect interrogative sentences.

There are also sentences used by students using imperative sentences or commands. Imperative sentences are used by students when ordering lecturers to end lessons. Imperative sentences students speak still contain elements of language politeness because students give the right reasons.

Language politeness created in asking, answering questions, refuting, and commanding is following the conditions of politeness stated by Zamzani (2020), who quotes Leech's opinion, namely that there are six principles of language politeness. These principles are 1) speech that benefits others. This can be seen in the sentence reminding the lecturer to enter the classroom. This reminder sentence used the time for the lecturer to rush to enter the classroom. 2) speech that respects others. The second principle is illustrated when students ask questions and commands. In questioning and commanding, students constantly use greetings, ask permission, apologize, and use respectful greetings. Furthermore, the following principle of politeness, following Leech's opinion in Rahardi (2019), refers to the many or least options the speaker conveys to the speech partner in speech activities. In creating politeness, students use options by using question sentences, for example " [5] Assalamualaikum, Wr.Wb. Mom today has an entrance schedule at 13.00, can you attend lectures this afternoon". The next principle of politeness is that indirectness refers to the direct or indirect rank of the meaning of a speech. For example, sorry, ma'am, I want to remind you that our learning process time has run out at 14.00 WIB". There is also the principle of politeness with authority referring to the

relationship of social status between speakers and speech partners involved in speech. For example, the use of the greeting word *buk*, and the mention of substitutes for my name.

Based on this, the ability of students to communicate politely is outstanding. The principles of politeness in language created by students are already visible. The characteristics of Asahan Malay can also influence the politeness of the students' language. Language placement in communicating with peers and lecturers in creating polite language is appropriate.

4 Conclusion

The conclusion that can be drawn from the study of language politeness in students of Asahan University, Language Education Study Program for the 2022/2023 Academic Year is the technique of students using language to meet the requirements for language politeness. Language politeness techniques created by students are making choices or questions, conveying greetings, apologizing, asking permission to use word choices that mean excessive, and using potentially degrading language. The words greeting (*assalamualaikum*), please permission and apologies are always used by students when communicating with lecturers. From the use of the word, it can be seen that there is a distance between students and lecturers. These words are used to realize polite communication. It is hoped that the results of this study can be helpful for further research. Remember also to thank those who helped complete this research.

References

- [1] D. N. Cahyani and F. Rokhman, "Language politeness of students in interacting in the Tidar University environment: A sociopragmatic study," *Seloka: Journal of Indonesian Language and Literature Education*, vol. 6, no. 1, pp. 44–52, 2017.
- [2] N. Anggraini, N. Rahayu, and B. Djunaidi, "Indonesian Language Politeness in Learning in Class X MAN 1 Model of Bengkulu City," *Jurnal Ilmiah KORPUS*, vol. 3, no. 1, pp. 42–54, 2019.
- [3] F. Gunawan, "Politeness strategy on request speech act in Bugis Kendari Language," in *Proceedings The 1st International Seminar on Linguistics (ISOL-I)*, Postgraduate Programe on Linguistics Andalas University and Linguistics Society of Indonesia Universitas Andalas, 2013.
- [4] Towards. Rahardi, "Pragmatics: Intralinguistic context and extralinguistic context," Yogyakarta: Amara Books, 2019.
- [5] With. Zamzani, "Development of Indonesian politeness measurement tools in face-to-face social interactions," *BERTH*, vol. 10, no. 1, 2011.
- [6] K. H. Prasetya, H. Subakti, and A. Musdolifah, "Violation of the Principle of Language Politeness of Students against Elementary School Teachers," *Basicedu Journal*, vol. 6, no. 1, pp. 1019–1027, 2022.
- [7] Y. F. Y. Yonsa, "Establishing Social Relationships Through Language Civility," *Sarasvati*, vol. 2, no. 1, pp. 72–77, 2020.
- [8] F. Cahyaningrum, N. F. N. Andayani, and B. Setiawan, "Language Politeness of Students in Discussion," *Madah: Journal of Language and Literature*, vol. 9, no. 1, pp. 45–54, 2018.
- [9] A. S. Maharani and A. Budiarti, "Analysis of the Principle of Civility in Learning Alternative Student Debate Class X Teaching Materials for the Academic Year 2021/2022," *Didactic: Scientific Journal of PGSD STKIP Subang*, vol. 8, no. 2, pp. 1156–1170, 2022.
- [10] L. J. Moleong, "Qualitative research methodology," (Bandung: PT. RemajaRosdakarya) p. 112," 2004.
- [11] Alexander, *Qualitative Research Methodology*. Jakarta :GaungPersada, 2009.
- [12] S. Arikunto, "Qualitative research methods," Jakarta: Bumi Aksara, vol. 168, 2006.