Transmission of Language Politeness to Students in Organizational Activities

1st Margaretha Maria Shinta Pratiwi[1], 2nd Rati Riana[2]

{shinta@usm.ac.id[1], ratiriana61@yahoo.co.id}

Semarang University, Soekarno-Hatta Semarang,[1,2]

Abstract. This research is quantitative research using descriptive analysis which aims to analyse the process of transmitting language politeness values. Data collection is done by distributing questionnaires in the form of open questions to students who are actively participating in the organization. Based on the results of the study, it was found that 36.36% of students explained that politeness is an attitude, ethics, character, and action according to applicable norms; 40.90% explained that politeness in language is speech that is gentle, kind, polite, and does not use a high tone or yell. In addition, the results of this study also explained that 22.7% of students explained that their language politeness was inherited from their parents by giving examples to their children when talking, especially with older people. 27,27% students explained how to learn politeness by watching and paying attention to people who spoke politely, imitated, and learned to use the Javanese language Krama Inggil.

Keywords: politeness, language politeness, transmission.

1 Introduction

The ability to establish good interactions is very much needed, especially in the current pandemic situation. The pandemic situation changes a person's lifestyle, including the style of interaction. Social interaction is a reciprocal relationship that influences each other between individuals [13] where there is a relationship between individuals with one another, individuals with groups, or groups with groups. Social interaction according to Basrowi [3] is a dynamic relationship which brings together people with people, groups with groups, and people with human groups. The form is not only cooperative, but also in the form of action, competition, dispute and the like.

The interaction process will run well, one of which is influenced by the communication skills possessed by the individual. Communication is the way a person conveys ideas, knowledge, or desires to others in a reciprocal manner. Smooth communication will create mutual understanding with one another to influence one's thoughts and behavior with good intentions. The achievement of communication is influenced by the use of one's language. Language has a function that is transactional function and interactional function. The transactional function is to express the mandate which consists of disclosing ideas, thoughts, feelings, heart desires and attitudes as well as factual information. The interactional function is the use of language to create and maintain certain social relationships that aim to build successful interpersonal relationships, both in intragroup contexts and inter-group contexts.

The pandemic situation changes a person's lifestyle, including the style of interaction. Social interaction is a reciprocal relationship that influences each other between individuals [13] where there is a relationship between individuals with one another, individuals with groups, or groups with groups. Social interaction according to Basrowi [3] is a dynamic relationship which brings together people with people, groups with groups, and people with human groups. The form is not only cooperative, but also in the form of action, competition, dispute and the like.

The interaction process will run well, one of which is influenced by the communication skills possessed by the individual. Communication is the way a person conveys ideas, knowledge, or desires to others in a reciprocal manner. Smooth communication will create mutual understanding with one another to influence one's thoughts and behavior with good intentions. The achievement of communication is influenced by the use of one's language. Language has a function that is transactional function and interactional function. The transactional function is to express the mandate which consists of disclosing ideas, thoughts, feelings, heart desires and attitudes as well as factual information. The interactional function is the use of language to create and maintain certain social relationships that aim to build successful interpersonal relationships, both in intragroup contexts and intergroup contexts in a particular society [12].

Language is also used to maintain social relations so that they can be harmonious, harmonious, peaceful, and tolerant [8]. Therefore, it is expected that students who become members of student organizations need to improve their communication skills, especially in language politeness. The use of polite language is able to show how someone behaves and behaves well with the aim of facilitating and harmonizing communication so that messages can be understood as well as liked and eventually followed. However, along with the times, the use of language is affected by advances in technology and communication. The results of research from Riana, Pratiwi, and Rosaria [9] found that student speech still violated the principle of politeness, lack of respect for polite culture, especially in discussions between students, had not been implemented optimally. Students still use impolite speech.

Language politeness appears when someone communicates through verbal symbols and the way someone uses language. A person follows the rules and cultural norms when communicating, not just conveying ideas that are thought of. The rules and ways of communicating in language are expected to follow the local culture [1]. Disrespectful speech will affect the interaction process between students. Therefore, politeness in language needs to be taught from an early age through the transmission process from agents or sources of transmission to individuals. Intergenerational transmission is a transfer process that carries cultural information/concepts/ideas (values, beliefs, knowledge, and rituals) between generations to come [11]. Intergenerational transmission is an appropriate concept where adults intentionally teach younger generations, or when younger generations imitate adults. Intergenerational transmission is not always asymmetrical, but is oriented from older to younger people. Researchers are interested in examining student attitudes towards language politeness and the transmission of language politeness obtained by students. In this regard, the researcher will investigate further about the transmission profile of language politeness.

2 Research Method

Quantitative research with descriptive analysis was used in this study. This research with descriptive analysis is to describe the profile of language politeness attitudes used by students in organizing on campus and the transmission of language politeness. The participants of this study were students who participated in student organizations totaling 68 students. The sampling technique used is purposive sampling, which is in accordance with the characteristics of the respondents, namely students who participate in organizational activities. Data were collected using a questionnaire, namely the Language Politeness Attitude Questionnaire and the Language Politeness Transmission Questionnaire. Quantitative analysis was carried out on the attitude of language politeness and the questionnaire on the transmission of language politeness of the students.

3 Result And Analysis

1.1.   Demographic
Data Demographic
data on language politeness attitudes based on age are:

Table 1. Language politeness attitudes based on age

Age (years)	Average	Number	Categories
18	36,00	3	Medium
19	39,44	18	High
20	38,31	26	High
21	39, 45	11	High
22	43.00	1	High
23	40.50	4	High
24	35.50	2	Medium
Total	38.83	65	Height of

Table 2. Attitudes of Language Politeness by Gender

Gender	Average	Number of	Categories
Female	39.46	13	Height
Male	38.67	52	Height
Total	38.83	65	Based

On the demographic data in table 1, it shows that the most participants who filled out the questionnaire were at the age of 20 years , then 19 years, and 21 years. The sex that filled the most was male students with 38.67%. Students aged 18 and 24 years are included in the moderate category. The results generally show that the average student attitude towards language politeness is high, meaning that students have a positive attitude towards language politeness.

1.2.   Questionnaire Data
1.2.1.   Language Politeness Attitudes

From the results of the data processing of 12 questions, respondents' responses were obtained as presented in the following table.

Table 3. Conclusions Respondents' Answers

No.	Statement	Answer (%)		Conclusion
		Agree	Strongly Agree	
1	I use a variety of official language in my organization.	61.5	35.4	The official language has been used by students
2	I will be polite in speaking to maintain social and psychological balance.	41.5	56.9	Students are willing to use polite language.
3	I use polite language to avoid misinterpretation even though I have different opinions.	44.6	52.3	Language politeness has been used to avoid multiple interpretations.
4	I will maintain politeness in speaking so that ideas can be understood by the other person.	50.8	46.2	Students maintain politeness in speaking when conveying ideas so that they can be understood.

5	I will give the other person the opportunity to express their opinion until the end, even though I want to express my opinion immediately.	41.5	55.4	Students try to maintain language politeness when communicating in order to keep the other person's feelings from being used.
6	I will speak politely, I do not need to yell so that other people understand even when I am holding back emotions.	46.2	46.2	Students try to maintain politeness in language to maintain polite communication.
7	When I am angry, I will keep my voice low and the expression on my face when I speak.	56,9	33.8	Students try to maintain politeness in language by maintaining expression in communication.
8	I use sentences clearly so that the listener can hear well.	46.2	52.3	Students use clear sentences to facilitate understanding.
9	When I express my opinion sometimes there is an implied meaning.	41.5	20	Implicit sentences are sometimes used to express opinions.
10	I will continue to wait until the other person has finished speaking, even though I have important things to say.	53.8	38.5	Politeness is used to respect the interlocutor in communicating.
11	During the discussion, I will convey ideas that arise immediately even though the data is not complete.	50.8	7.7	Sometimes spontaneous ideas arise even though they are not supported by data.
12	I will provide complete information although sometimes there is some information that is not really needed during the discussion.	60	10.8	In organizing, students sometimes convey information that may not be needed.

Based on the results of the analysis of the questionnaire from the respondents, it was concluded that language politeness has been used by students in organizations. Most of the students have a positive attitude towards the politeness of speech acts. The positive attitude of students towards language politeness will have a positive impact on students. Students who are able to be polite in language will respect others when they have opinions or speak and will minimize the emergence of conflicts.

1.2.2. Transmission of politeness in language
An investigation of the transmission of politeness in language was carried out after obtaining information about attitudes towards politeness in language. An open questionnaire was used to determine the process of transmitting politeness in language. Seven questions were used to explore language politeness, language politeness transmission agents, ways of transmitting, and ways students receive them. Answers from participants were summarized, categorized, and interpreted. Once grouped, then calculated quantitatively. Participants' answers were summarized and categorized (table 4).

Table 4. Conclusion of the Open

Questionnaire	Answer	Percentage
In your opinion, what is the meaning of politeness?	Courtesy are gentle actions and words.	27.27%
	Courtesy are attitudes, ethics, manners and actions according to applicable norms.	36.36%
	Politeness is a kind or gentle speech.	13.63%
	Polite is an act or behavior that is good and subtle.	22.72%
	It can be concluded that politeness is an attitude, ethics, virtuous, soft-spoken, and his actions are in accordance with applicable norms.	

	Language politeness is speech that is directed, gentle, polite, virtuous, and does not use a high tone or yell	40.90%
In your opinion, what is the meaning of politeness in language?	Language politeness is to maintain speech by speaking well and correctly so as not to offend other people and exceed the limit	13.63%
	Language politeness is language that is clear, good, and correct, standard, does not contain dirty words and rude	18.18%
	Politeness is communication that must be implemented in a structured manner with clear weight seeds according to the place	13.63%
	It can be concluded that politeness in language is speech that directed, gentle, polite, virtuous, does not use a high tone or yell, and does not contain dirty words.	
Which politeness do you currently have from the teachings of whom? (may choose more than one)	Parents, grandparents, teachers, religious leaders, friends giving examples when speaking or using parables, especially for older people and giving examples in everyday life	22.72%
How do they (question no. 3) teach politeness?	By respecting the opinions of others when speaking and positioning oneself as someone else	9.09%
	Educating and being taught to behave and speak softly to people who are older and generalize that all people are the same	40.90%
	By reprimanding and advising if they say something bad or offend others	9.09%
	It can be concluded that the way agents transmit politeness in language are: 1.Educate and be taught to behave and speak gently to older people and assume that all people are equal 2.Give examples when speaking or use parables, especially with older people or elders and give examples in everyday life.	

Question	Answers	Percentage
How did you learn about politeness?	Seeing and paying attention to people who speak politely or politely and can imitate that person's politeness	27,27%
	Taught and listen to the advice of parents and grandmothers	9,09%
	Respect each other's differences, respect others and do not criticize	9,09%
	Example good things from parents and the environment	13,63%
	Understanding people around us	9,09%
	Cultivating ourselves	18,18%
	Based on the answers from respondents, it can be seen that students learn language politeness by looking at and paying attention to people who speak with polite or good manners and can imitate the person's politeness, imitate good things	

	from parents and the surrounding environment. There are even some students who learn by managing themselves	
What benefits do you get when you are polite?	Respected by others	22,72%
	Have many friends and liked by many people	27,27%
	Other people are also polite to us	18,18%
	More comfortable and don't get scolded by parents	4,54%
	Students feel that by being polite in language makes him respected by others, has many friends, and other people are also polite to themselves.	
What difficulties did you face in order to be polite?	There is no difficulty	13,63%
	Adjustment becomes difficult when being polite	9,09%
	Habits of attitude when hanging out who like to talk casually become difficulties when being polite	4,54%
	Unable to control and regulate one's own emotions	18,18%
	Negative assumptions from people others find it difficult when being polite	13,63%
	Having friends who like to joke makes it difficult when being polite	4,54%
	There is a language difference	9,09%
	Difficulty putting together good words	9,09%
	Difficulty felt by students when speaking politely is sometimes unable to control and regulate one's own emotions, negative assumptions from others to be polite. However, there are also students who have no difficulty being polite.	

The results of the study are in line with the results of research from Riana, Pratiwi, and Rosaria (2021) which explain that the culture of the educated community on campus is to use polite speech when discussing. These results explain that most students have applied the rules of language politeness in organizational activities. Based on table 4, it can be explained that politeness in speaking is important for students. Courtesy is an attitude, ethics, virtuous, soft-spoken, and actions in accordance with applicable norms. Language politeness is speech that is directed, gentle, polite, virtuous, does not use high tones or yells, and does not contain dirty words. Students interpret language politeness based on what students think and feel themselves. Language politeness has an important role in everyday life using language that is polite in language as a form of self-actualization [7]. Language politeness is important in harmonious communication. Everyone is expected to be able to maintain his honor and dignity so that others will appreciate it as well. Politeness in language requires mutual respect so as to be able to show one's honor and dignity in society. A polite way of speaking can reflect the relationship between the speaker and the listener which is shown through sentences or utterances spoken by both parties. Therefore, it can be said that politeness is the most basic aspect of verbal communication in social relationships. Eelen [4] explains that politeness has the meaning of behaving appropriately, in accordance with what the listener expects. Leech [5] explains that politeness in language is a form of communication behavior that develops due to sociocultural factors prevailing in certain societies. It is also explained that politeness in language is when the speaker conveys his speech, it can provide goodness or benefits for himself, the addressee, and third parties who are or are not present in the conversation. Lakoff [10] also said that there are three rules that must be followed so that speech is considered polite, namely formality, indecisiveness, and equality or camaraderie.

Intergenerational transmission can be a cultural transmission from one generation to another and can provide an increase in change in all generations [6]. Parents have the opportunity to introduce their values. Parents are aware of the possibility of cultural change and contribute to the spread of change as long as parents understand the development and renewal of the beliefs or values of cultural

members. In this view, parents serve as cultural mediators, directing changes to the culture to the next generation based on parents' understanding of these changes [6].

Intergenerational transmission is a process that leads to a cultural continuation. Transmission is assumed to be selective, not all culturally relevant content is transmitted [6]. Transmission can be enhanced by the presence of a transmission belt where an appropriate condition will be transmitted in the socioeconomic and cultural context, such as the personal characteristics of the transmitter and receiver (source of knowledge and age), or family interaction variables (parenting style, and parental marital relationship) [11]. This study explains that parents, grandparents, teachers, religious leaders, and friends are agents who can help transmit politeness in language. Ways to transmit it by educating and teaching attitudes and how to speak softly to older people and always consider everyone the same, giving examples when speaking or using parables, especially with older people and giving examples in everyday life, reprimanding if behave rudely, speak impolitely to others, and offend others. The ways in which students learn language politeness are by looking at and paying attention to people who speak politely or politely so that they can imitate that person's politeness, imitate good things from parents and the surrounding environment. There are even some students who learn by managing themselves.

The methods used by the transmitting agent as well as the methods used by students are in accordance with Bandura's social cognitive theory, which is based on the fact that social processes and cognitive processes are two important things to understand motivation, emotion, and human action. Humans can act quite flexibly and adaptively in studying attitudes, abilities, and behaviors. Humans are also able to learn various things as a result of indirect experience which is widely obtained and learned by observing and paying attention to other people. Children can observe what parents do, such as when their parents make mistakes or when their parents respond to behavior that needs to be corrected. Parents have the opportunity to explain how their children behave every day. Children also have the opportunity to see and observe the behavior of their parents and after that imitate or imitate according to their own way of thinking. Social-cognitive theory also believes that observation is the way a person learns without having to perform any behavior himself. This theory has the opinion that humans can learn by observing the behavior of others. Modeling is the essence of learning with the observation process. Learning by modeling can be done by adding or subtracting the observed behavior, then generalizing from the results of one observation to another. Modeling is a cognitive process, not just imitation. Modeling does not only match the behavior of others, but also shows and symbolically represents information and then stores it for future use [2]. Parents and friends are agents of socialization who are close to adolescents and are usually associated with adolescents themselves, in this case students. Therefore, parents and friends may be suitable agents of socialization for adolescents. This theory explains that the transmission agent can be a model or an example for others as an interactive agency model [2]. Students imitate the good things that are taught by agents and apply them in daily behavior. This theory also explains that the individual is someone who is able to regulate himself, act proactively, and manage himself not only by external factors. This means that students will pay attention and imitate what is taught by the transmission agent, but still be able to manage themselves to determine what will be done. Students are able to control their thought processes, motivations, and behavior chosen by students.

Every human behavior as a reaction to the behavior of other parties will have consequences for their behavior that can be satisfactory or unsatisfactory. Sometimes the response may not be in accordance with what has been thought so that it does not have a big impact. Therefore, studying the behavior of other humans is a complex activity, so it is necessary to think carefully and evaluate the consequences of their behavior. In line with this research, that politely speaking will provide benefits, namely students feel that being polite in language makes themselves respected by others, has many friends, and other people are also polite to themselves.

4 Conclusion

This study explains that students who join the organization have a positive attitude towards language politeness. Politeness in language has a relationship with interaction with other people through good communication. Courtesy is an attitude, ethics, virtuous, soft-spoken, and actions in accordance with applicable norms. Language politeness is speech that is directed, gentle, polite, virtuous, does not use high tones or yells, and does not contain dirty words. Students interpret language politeness based on what students think and feel themselves. Transmission agents that help students to be polite in their language are parents, grandparents, teachers, and friends. Parents are the most important agents for students to learn language politeness. Ways to transmit it by educating and teaching attitudes and how to speak softly to people who are older and always consider everyone the same, giving examples when speaking or using parables, especially with older people and giving examples in everyday life, reprimand if you act impolitely, speak impolitely to others, and offend others. The ways in which students learn language politeness are by looking at and paying attention to people who speak politely or politely so that they can imitate that person's politeness, imitate good things from parents and the surrounding environment. There are even some students who learn by managing themselves. The benefits obtained by students with polite language are students feel that being polite in language makes themselves respected by others, has many friends, and other people are also polite to themselves. This research can be developed further by connecting variables that can affect language politeness in adolescents in general.

References

[1] Alfiati.: Santun berbahasa Indonesia. *Jurnal An-Nuha*, Vol. 2, No. 1, Juli. Singaraja: Universitas Pendidikan Ganesha. (2015)
[2] Bandura, Al. Social cognitive theory. In R. Vasta (Ed.), Annals of child development. Vol. 6. Six theories of child development (Vol. 6, pp. 1–60). JAI 236 Press. https://doi.org/10.1111/1467-839X.00024.(1989)
[3] Basrowi. Pengantar sosiologi. Jakarta : Ghalia Indonesia (2005)
[4] Eelen, G.: A critique of politeness theories. Manchester: St. Jerome Publishing.(2009)
[5] Leech, G.: The pragmatics of politeness. New York: Oxford University Press.(2014)
[6] Pong Tam, K.: Understanding intergenerational cultural transmission through the role of perceived norms. *Journal of Cross-Cultural Psychology, 1-7.* doi: 10.1177/0022022115600074.(2015)
[7] Pranowo.: Berbahasa ecara santun. Yogyakarta: Pustaka Pelajar. (2009)
[8] Rangkuti, R dan Lubis, Z. Problematika masyarakat multikultural: Dari kesantunan berbahasa sampai ujaran kebencian. *Prosiding Nasional.* USU Press: Medan. (2017)
[9] Riana, R., Pratiwi, M.M.S., Rosalia, S.D. Language politeness of semarang university students in organizational activities. *Prosiding International Conference on Nusantara Cultural Studies* (sedang dalam proses publikasi). (2021)
[10] Rustono.: Pragmatik. Yogyakarta: Duta Wacana University Press.(1999)
[11] Schönpflug, U.: Intergenerational transmission of values: The role of transmission belts. *Journal of Cross-cultural Psychology*, Vol. 32 No. 2, March 2001 174-185. https://doi.org/10.1177/0022022101032002005.(2001)
[12] Siregar, B.U. Seluk-beluk fungsi bahasa. Jakarta: Pusat Kajian Bahasa dan Budaya Universitas Katolik Indonesia Atma Jaya. (2011)
[13] Walgito, B.: Psikologi kelompok. Andi Offset, Yogyakarta (2007)