THE POLITENESS EXPRESSIONS IN USING INDONESIAN IN THE CLASSROOM VERBAL INTERACTION
A STUDY CASE AT THE HOSPITALITY BUSINESS MANAGEMENT STUDENTS OF TOURISM FACULTY OF TRIATMA MULYA UNIVERSITY BALI

Ni Putu Yunik Anggreni¹, I Made Agung Rai Antara²

Tourism Faculty of Triatma Mulya University¹ &²
yunik.anggreni@triatmamulya.ac.id¹, agung.rai@triatmamulya.ac.id²

Abstract
The use of speech act cannot be separated from our daily life, an example of it is in the verbal interaction in classroom learning. Students use speech acts in classroom to convey messages such as to express politeness. This study aimed to find out (1) the expression forms and (2) the delivering strategies of Indonesian speech act politeness of the students of Hospitality Business Management of Triatma Mulya University Bali in the verbal interaction in the teaching and learning process of Indonesian subject. The sample was 35 students of Hospitality Business Management of Triatma Mulya University who were taking Indonesian subject. The data were analyzed using a descriptive qualitative method by employing a communication ethnography design. The findings show that the students' politeness forms of speech act in using Indonesian can be expressed in forms of declarative, interrogative, and imperative modes, while the students' politeness strategies are expressed in forms of direct and indirect speech act strategies.

Keywords: Politeness expression, politeness strategies, verbal interaction, speech acts.

INTRODUCTION
Verbal interaction in a classroom learning is a realization of a communication using language which takes place in a social interaction setting because basically, verbal interaction uses language as a means of communication in a social interaction.

Language does not only function as a means of communication, but also as a social identity and even reveals the users' culture (Brown and Yule, 996). A communication event is marked by a reciprocal conversation between a speaker and partners in which, the form is determined by a social purpose (Richard, 1995). A speech can be viewed as a speech act and must be placed in the whole context of the speech event in accordance with the socio-cultural context. Therefore, it can be related to the language used by the students in the verbal interaction in classroom learning.

Politeness is also a cultural phenomenon which shows differences between each nation, region, and even ethnic. Related to this matter, politeness is tied by cultural norms which cover the speaker and the partners in communicating. In accordance with this perspective, in a classroom learning, a conversation can be said as a communication culture. In this context, what is meant by culture is a system of communication and interaction rules in the classroom learning as a formal education dimension which is influenced by the socio-cultural of a bilingual-speech community. Based on the data above, therefore, a study...
on the speech act politeness in using Indonesian by the students was conducted using a communication ethnography approach.

Ethnography is a theory design which is often considered as a part of language study and also language sociology. Meanwhile, communication ethnography views language (to communicate) from a socio-cultural context. Therefore, in ethnography, it can be found the relationship between language, communication, and cultural context in which a communication event takes a place. Communication behavior according to communication science is an act or activity of a person, group, or people when being involved in the communication process (Effendy, 1989).

Politeness is a term related to respect, good attitude or appropriate behaviors. In daily life, the relationship between politeness and appropriate behaviors indicates that politeness is not only related to language but also to non-verbal behaviors. What makes it interesting is that politeness is the meeting point between language and social reality (Elen, 2001:iv). The use of Indonesian in teaching and learning process is a variety of spoken languages which has distinctive speech styles and purposes depending on the context of situation in understanding the speech, thus, it can create various perceptions.

One of speeches which is used by lecturers to manage and give responds toward the students’ acts is the speech form which contains imperative pragmatic meaning or purpose in Indonesian. During the teaching and learning process, lecturers will not always use a direct imperative mode, but also declarative and interrogative modes. Both constructs are used as softening forms. The interpretation toward a meaning or purpose of the use of an indirect imperative form has to consider the context which supplements the speech. The use of language by lecturers by using imperative politeness principles can help the lecturers in increasing the students’ confident. The increased confident of the students, indirectly, will motivate the students to study more.

In a verbal interaction in the classroom, the students’ politeness in using Indonesian in the direct conversation is represented by the use of politeness form in a speech act, the function of delivering politeness in a speech act, and the use of politeness strategies in a speech act.

There are many types of speech act, they are: representative, directive, expressive, commissive, and declarative speech acts. The functions are also various such as asking, commanding, and prohibiting. The delivering strategies of the speech act are also various, namely; direct and indirect conveyance, and related to cultural context. In analyzing a discourse, it requires a speech act theory related to a speech which can express more than one speech acts at a time, and the relation between context and illocution force. Hymes (1975), with his mnemonic SPEAKING concept in his communication ethnography theory, states that the act sequence determines the meaning of a speech. To state certain purposes, people usually change the act sequence so that it becomes stricter, stronger, and at a time, it can become harsher. In other words, the act sequence of a speech has a great influence toward the level of speech politeness which is used in the speech. Based on the background above, there were two problem formulations of the study: (1) What are the forms of students' politeness expression of Indonesian speech act in the verbal interaction in the teaching and learning process of Indonesian subject of the students of Hospitality Business Management of Triatma Mulya University Bali? (2) What are the delivering strategies of Indonesian speech act politeness of the students in the verbal interaction of Indonesian subject of the students of Hospitality Business management of Triatma Mulya University Bali? This study aimed (1) to find out the expression forms of Indonesian speech act politeness of the students of Hospitality Business Management of Triatma Mulya University Bali in the verbal interaction in the teaching and learning process of Indonesian subject, and (2) to find out the delivering strategies of Indonesian speech act politeness of the
students in the verbal interaction of Indonesian subject of the students of Hospitality Business management of Triatma Mulya University Bali.

METHOD
The object of the study was the students of Hospitality Business Management (MBH) Cfirst semester of Triatma Mulya University Bali, in total of 35 students who were taking Indonesian subject.

The research location was at the tourism faculty of Triatma Mulya University Bali which is located at Kubu Gunung Street, Tegal Jaya, Dalung, Bali.

The applied method was a descriptive qualitative method using communication ethnography design. The study was focused on the speech usage, patterns, and functions in a certain act and situation or event of the students as the speakers.

Language Functions
The main function of language is as a means of communication or interaction (Chaer and Agustina, 2004; 11). Each speaker will convey his/her certain purposes to his/her partners through a communication activity. The message can be conveyed and understood clearly by the partners if it is delivered effectively and efficiently. The language which is used by the speaker and the partners must be a language that can be easily understood so that the communication can work well.

Politeness
Politeness is softness and goodness (good language and behaviors), politeness or etiquette is procedures, customs, or habits which are applied in the society (KBBI edisi ketiga, 1990).

A regressive action which is taken to counter a disturbing effect of an act which threaten the face is called politeness (Brown and Levinson, 1987).

What is strongly emphasizing on respect is called politeness. And what are non-intrusive and pushy forms of behaviors are called politeness (Holmes, 1995).

In the communication process, there are two politeness principles that must be obeyed by a person who wants his/her speech sounds polite as stated by Leech (1983), they are: (1) negative version of politeness principle by using as few as possible speeches which convey impolite opinions, and (2) positive version of politeness principle by using as many as possible speeches which convey polite opinions. In this matter, it can be explained that the politeness principles consist of many maxims, they are (1) tact maxim, (2) generosity maxim, (3) approbation maxim, (4) modesty maxim, (5) agreement maxim, and (6) sympathy maxim.

Pragmatics
Leech in (Wijana, 2009:6) states that pragmatics is the speaker’s ways to use a language to communicate.

Pragmatics is also described as a study on specific utterances in a specific situation and to focus the attention, and it is also various ways which are the container of various contexts of language performances (Tarigan, 1986).

Pragmatics can be divided into three acts (Tarigan, 1987), they are: (1) locutionary act or conducting an act to state something, (2) illocutionary act or conducting an act in saying something, (3) perlocutionary act, or conducting an act by stating something.

Politeness Expression
Clarification system can be divided into some groups (Yule, 2006; 92), they are: (1) representative, which is a type of speech acts which states what is believed or not believed by the case speaker, (2) declarative, which is a type of speech acts which changes the world through speeches, and (3) Expressive, which is a type of speech acts which states something that is felt by the speaker which reflects physiological statements and can be in forms of happiness, difficulty, joy, hate, pleasure and misery, and (4) directive, which is a type of speech acts which is used by the speaker to order someone to do something which reflects a speech act.

Politeness Characteristics
The level of politeness can be seen from the length of a speech. The longer the speech, the higher the needs of the speaker to be polite toward his/her partners. The
speech is also conducted indirectly. Giving an order toward his/her partners can be done more politely by using declarative and interrogative sentences than using imperative sentences (Leech, 1993 ; 206).

RESULT AND DISCUSSION
A. The students’ politeness expressions of Indonesian speech act in the verbal interaction in the teaching and learning process of Indonesian subject of the students of Hospitality Business Management of Triatma Mulya University Bali

The politeness expression forms in using Indonesian by the students in the verbal interaction in the formal teaching and learning process in the classroom can be divided into: (1) declarative speech mode, (2) interrogative speech mode, and (3) imperative speech mode.

1. Politeness forms of declarative mode
The politeness forms were used in the acts of asking and commanding. The pronouns use of “bapak, ibu, kita, and anda” created illocutionary force softening effects, thus, the speeches were felt polite, the examples are as follows.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Ibu, kita ingin bertanya tentang menggunakan kata-kata yang sering digunakan dalam surat lamaran pekerjaan</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Anda bisa melihat pada materi ajar yang telah ibu bagikan tadi di kelas</td>
</tr>
</tbody>
</table>

2. Politeness forms of interrogative mode
The politeness forms of the interrogative mode consisted of (1) asking form, (2) commanding form, and (3) inviting form.

<table>
<thead>
<tr>
<th>No</th>
<th>Politeness form</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Asking act</td>
<td>Lecturer: Ibu mau bertanya sekarang, apakah anda mengetahui kenapa kita harus menggunakan “Best Regards” sebagai closing</td>
</tr>
<tr>
<td>2</td>
<td>Commanding act</td>
<td>Lecturer: Tolong anda kerjakan soal-soal yang terdapat dalam halaman 3 dan dikumpul hari ini juga!</td>
</tr>
<tr>
<td>3</td>
<td>Inviting act</td>
<td>Lecturer: marilah kita menggunakan Bahasa Indonesia dengan baik dan Benar!</td>
</tr>
</tbody>
</table>

3. Politeness forms of imperative mode
The students’ politeness in using Indonesian were expressed in forms of imperative mode as follows:

a. They were used for asking and ordering or commanding.

b. The use of greetings and pronouns “bapak, ibu, kita, and temen-temen” created illocutionary force effects, thus, they were felt polite.

c. The use of greetings and pronouns above created a social distance closeness between the speaker and the partners, thus, it created a low level of threatening face and power.

The linguistic politeness forms of the imperative speech act between the lecturer and the students in the teaching and learning process of the Indonesian subject were affected by the length of the speech. Quoting Hymes (1975), by using the mnemonic speaking concept in the communication ethnography theory, he states that the act sequence determines the meaning of a speech. To convey a certain purpose, a speaker changes the act sequence so that it becomes more strict, stronger, and at a time, even becomes harsher. In other words, the act sequence of a speech has a great influence toward the level of speech politeness which is used at the time of speaking.

Other than the length of the speech and the act sequence as the markers of the linguistic imperative politeness, the use of politeness marker expressions are also seen as the markers of Indonesian imperative politeness. The examples of the politeness marker expressions are tolong, coba, ayo harap, silakan, and biar.
B. The Students Politeness Strategies in Using Indonesian

(1) Direct speech
a. The politeness strategies of the speech act in the teaching and learning process in the classroom were represented in the form of direct speech strategies. The strategies were expressed using complete imperative or complete command forms.

b. The greetings of saudara, anda, pak, ibu and bu created a social distance closeness between the speaker and the partners in the context of teaching and learning practice in the classroom, thus, they created a low effect of threatening face and power.

c. The use of coba, mohon and tolong created illocutionary force of softening effects, thus, the speech act was felt polite.

d. In a socio-cultural class (school), a lecturer actually can use a direct command, without softening the speech (declarative and interrogative) because in the teaching and learning context, a lecturer has higher status and authorities than the students. However, a lecturer does not always maintain his/her social status through speech modifications, such as by giving indirect command.

(2) Indirect speech
The verbal forms of the speech act which were used by the students in the teaching and learning process in the classroom were divided into three speech modes, they were:

a. Declarative mode of speech act politeness

This speech act represented the acts of asking, commanding, and advising. The students used the declarative mode to ask for explanation from the lecturer in time of teaching and learning process occurred. The students' requests were positively responded by the lecturer.

In this context, the students used the word kami to put themselves on the lower act position and unequal to their lecturer. On this position, it appeared that the lecturer and the students' relationship in the class interaction was unequal, which meant that the students put themselves on the subordinate position.

The use of declarative mode in representing a commanding act was used by the students in the context of the role of the students in a class discussion. By using a declarative speech, based on the speech context, the students understood that the illocutionary contained in the students' speech was meant as a command, that was to listen the presentation of the paper and to ask questions in the class activity. The speech forms of the students and lecturer can be described as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Speaker</th>
<th>Speech</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student</td>
<td>Ibu, maaf kami minta dijelaskan kembali tentang tugas pada materi pembelajaran 1. Kami belum mengerti tugas tersebut.</td>
<td>The sentence was in the declarative form but it contained a command which was conveyed politely.</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>Raka, mengenai tugas pada pembelajaran 1 sudah ibu jelaskan di media tugas google class room. Tetapi karena kamu belum mengerti, ibu akan jelaskan lagi.</td>
<td>The sentence was in the declarative form but it contained a command which was conveyed politely.</td>
</tr>
</tbody>
</table>

b. Interrogative mode of speech act politeness

This speech act represented the acts of asking, clarifying, and collecting. The students used the interrogative act in the
teaching and learning processes to ask the lecturer to explain and answer questions. The act of collecting was used by the students to view their assignment score which had been submitted to the lecturer. The example of the speech form of the students is as follows.


Student: Baik Ibu. Saya akan segera umumkan kepada teman-teman sekelas. Terimakasih Ibu

Lecturer: Baik, terimakasih Nengah

c. Imperative mode of speech act politeness

The imperative speech act represented the acts of commanding and asking. The students used the commanding speech act to command their friends to listen quietly the lecturer explanation. The students used the asking speech act to ask the lecturer to explain the lecture material which they had not understood. The findings show that in the teaching and learning process in the classroom, the students tended to use indirect speech to convey the message. The use of declarative mode to ask, as an example, was to show that the speech which was used by the students was an indirect speech. The students also used the interrogative mode to command their partner to do something. Below are the examples of the speeches which were used by the students.

<table>
<thead>
<tr>
<th>No</th>
<th>Speaker</th>
<th>Speech</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student</td>
<td>Selamat pagi ibu, mohon kami</td>
<td>The sentence was an imperative sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dijelaskan kembali tentang</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>makna</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student</td>
<td>Selamat pagi teman-teman.</td>
<td>The sentence was an imperative sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sebaiknya kita hening sebentar</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>untuk mendengarkan penjelaskan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tentang Bahasa Indonesia</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>sebagai Bahasa Ilmiah!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Class captain)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Terimakasih</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students (class members)</td>
<td>Bersikap langsung diam dan</td>
<td>Other students without using a direct speech did the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hening tanpa mengucapkan</td>
<td>act which was commanded by their friend.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sesuatu.</td>
<td></td>
</tr>
</tbody>
</table>

A speech act is called as a direct speech act when there is a direct relationship between the speech structure and its communicative function (Brown and Yule,
In this article, it can be seen that the teaching and learning context has its own impact in choosing a speech strategy which represents politeness. The use of a calm voice, intonation which sometimes was low and high, soft tone and the students' characters in receiving the teaching and learning process were the determining factors in representing the speech act politeness.

The use of sentences which contain politeness can also create a positive character learning of the students such as the characters of polite, firm, discipline, and respecting each other.

CLOSING
Based on the discussion above, there are two conclusions as follows. (1) The students' politeness forms of speech act in using Indonesian in the conversation on the Indonesian subject in the classroom can be expressed in forms of declarative, interrogative, and imperative modes. (2) The students' politeness strategies of Indonesian speech act in the conversation in the learning process in the classroom are expressed in forms of direct and indirect speech act strategies.

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