



## Politeness Maxims Used in English Classroom Interaction of Fourth Semester at STKIP Taman Siswa Bima

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<b>Article History</b> Received: 2022-05-15 Revised: 2022-06-22 Published: 2022-07-09  <b>Keywords:</b> <i>Learning English; Pragmatic; Politeness Maxims.</i>	The The aims of this research is to find out the used types of politeness maxims and the function of most dominant type of politeness maxims used in English classroom interaction during the learning process. The reason why the researcher did this research because the research wanted to provide more sources or references about the types of politeness maxims and the function of most dominant type of politeness maxim that was hopefully be useful for the institution where the researcher study, for other students, other researchers, or readers in general. This research used descriptive qualitative method. Descriptive qualitative method is intended to describe everything related to the type of politeness maxims in classroom interaction. There were three videos which used as a source of data. Those videos showed the activity of the learning process in the classroom interactions. In collecting the data, the researcher would transcribe the videos into written data accurately and classify the data based on types of politeness maxim in order the data would be easily in identified and analyzed. After all the data collected, the researcher analyzed the data and drew the conclusion. The results of this research can be seen as follows: (1) There were 96 data of politeness maxim appeared in 3 of videos, which consist of 68 data of tact maxim, 14 data of approbation maxim, 10 data of agreement maxim, 2 data of sympathy maxim, 1 data of generosity maxim and 1 data of modesty maxim. (2) Based on the research, tact maxim was the dominant type and the function that can be concluded for several function as declarative, interrogative, imperative and apology function that appeared during the learning process to espouse the spirit of students with the factor of context of situation and participant.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2022-05-15 Direvisi: 2022-06-22 Dipublikasi: 2022-07-09  <b>Kata kunci:</b> <i>Belajar Bahasa Inggris; Pragmatis; Maksim Kesantunan.</i>	Tujuan dari penelitian ini adalah untuk mengetahui jenis maksim kesantunan yang digunakan dan fungsi dari jenis maksim kesantunan yang paling dominan digunakan dalam interaksi kelas bahasa Inggris selama proses pembelajaran. Alasan peneliti melakukan penelitian ini karena penelitian ini ingin memberikan lebih banyak sumber atau referensi tentang jenis-jenis maksim kesantunan dan fungsi dari jenis maksim kesantunan yang paling dominan yang diharapkan dapat bermanfaat bagi institusi tempat peneliti belajar, bagi mahasiswa lainnya, peneliti lain, atau pembaca pada umumnya. Penelitian ini menggunakan metode deskriptif kualitatif. Metode deskriptif kualitatif dimaksudkan untuk menggambarkan segala sesuatu yang berhubungan dengan jenis maksim kesantunan dalam interaksi kelas. Ada tiga video yang digunakan sebagai sumber data. Video-video tersebut menunjukkan aktivitas proses pembelajaran dalam interaksi kelas. Dalam mengumpulkan data, peneliti akan mentranskripsikan video menjadi data tertulis secara akurat dan mengklasifikasikan data berdasarkan jenis maksim kesantunan agar data mudah diidentifikasi dan dianalisis. Setelah semua data terkumpul, peneliti menganalisis data dan menarik kesimpulan. Hasil penelitian ini dapat dilihat sebagai berikut: (1) Terdapat 96 data maksim kesantunan yang muncul dalam 3 video, yang terdiri dari 68 data maksim kebijaksanaan, 14 data maksim persetujuan, 10 data maksim kesepakatan, 2 data maksim simpati, 1 data maksim kedermawanan dan 1 data maksim kerendahan hati. (2) Berdasarkan penelitian, maksim kebijaksanaan merupakan jenis yang dominan dan fungsi yang dapat disimpulkan untuk beberapa fungsi seperti fungsi deklaratif, interogatif, imperatif dan permintaan maaf yang muncul selama proses pembelajaran untuk mendukung semangat siswa dengan faktor konteks, situasi dan partisipan.

### I. INTRODUCTION

Learning pragmatics is important in daily communication because pragmatics is closely

related to human's interaction. Pragmatics is a subfield of linguistics that studies the ways in which context contributes to the meaning. By

being aware of context, both of speakers and hearers would understand each other utterances properly (Mey, 2009). The study of a content in pragmatics is involved in the study of politeness principle in generosity maxim. Leech states in his book entitled *Principles of Pragmatics* about the generosity maxim as "speaker has to minimize the expression of beliefs which express or imply benefit to self and maximize the expression of beliefs which express or imply cost to self (Leech, 1983). The factors influencing the application of the generosity maxim in conversation are analyzed by using theory proposed by Holmes (2001). Holmes stated about some factors that can influence the application of politeness, in this case the generosity maxim which is a part of Leech's politeness principles. Holmes also stated about three factors that may influence the application of politeness, such as age, gender, and context of situation. People's speech varies at different ages (Holmes, 2001).

Different situation makes different ways for someone to say something to other people. Certain social factors have been relevant for the particular language variety used (Holmes, 2001). These factors are participants (people involved in the conversation), the setting or social context (where they are speaking), the topic (what they are talking about), and the function (the reason why they are speaking). While the problem happening of the students of STKIP Taman Siswa Bima at Fourth semester were still confusing between cooperative principle and politeness and less understanding about identifying the maxims in pragmatic where that subject has been exist since few years back especially in English Program Study of STKIP Taman Siswa Bima. Those are the reason why the researcher likes to conduct the title under the "Politeness Maxims Used in English Classroom Interaction of Fourth Semester at STKIP Taman Siswa Bima".

#### 1. The concept of Politeness

Politeness is developed by society in order to reduce friction in personal interaction. This kind of explanation there are three rule that must be obeyed to apply politeness, namely formality, hesitancy and equality or solidarity. Formality means not sounding pushy or arrogant, Indecisiveness means acting in such a way that the speech partner can make choices, and equality or solidarity means acting as if you and the speech partner are the same, Robin Lakoff (Chaer 2010). There are different scholars present distinct definition for pragmatics term "politeness. The follo-

wing discussion represents a chronological review of the definition of politeness in the available literature. Brown and Levinson in Putri (2017:8) deals with politeness "as a complex system for softening face threats". In other words politeness is a manner of language associated with smooth communication in social life. More recently, politeness is thought "as a social cultural phenomenon, roughly to be defined as showing consideration of others" (Wang, 2014:271).

#### 2. Theory of Politeness Maxim

According to the Xiaoqing Jiang (2010: 252) Politeness appears to be a prevalent concept and an important factor in human interaction. As regards its definition, it is often considered socioculturally appropriate behavior and is characterized as a matter of abiding by the expectations of society. According to Routledge Dictionary of Language and Linguistics, politeness is a term for a combination of interpersonal considerations and linguistic choices affecting the form and function of linguistic interactions. In different cultures and different contexts, politeness refers to quite different things.

##### a) Politeness Principle

In "Principle of Pragmatics (1983a), British linguist Geoffrey N. Leech explains the important function of politeness to linguistic communication and regards politeness principal and cooperative principal proposed by H. P. Grice as the two basic principles on which communication should be based. Leech first introduces the Politeness Principle as a necessary supplement for Grice's Cooperative Principle. He regards what he calls the "politeness principle" as one of the fundamental pragmatic principles that one usually observes when one communicates in language. He proposed six maxims of the politeness principle: the tact maxim (The speaker minimizes the cost and correspondingly maximizes the benefit to the listener), the generosity maxim (The speaker minimizes the benefit and correspondingly maximizes the cost to self), the approbation maxim (The speaker minimizes dispraise and correspondingly maximizes praise of the listener), the modesty maxim (The speaker minimizes praise and correspondingly maximizes dispraise of self), the agreement maxim (The speaker minimizes disagreement and

correspondingly maximizes agreement between himself and the listener), and the sympathy maxim (The speaker minimizes antipathy and correspondingly maximizes sympathy between himself and the listener).

b) Face Theory and Politeness Strategy

Meanwhile Brown and S. Levinson's work in Xiaoqing Jiang (2017: 652) "A Case Study of Teacher's Politeness in EFL Class" detailed analysis of politeness phenomena and proposes a universal theory of cross-cultural politeness phenomena whose core concept is "face. According to Brown and Levinson, politeness strategies are developed in order to save the hearers' "face". Face refers to the respect that an individual has for him or herself, and is for maintaining that "self-esteem" in public or in private situations. An individual's face consists of two desires: the desire to be approved of by others (termed "positive face") and the desire to be unimpeded by others in one's actions (termed "negative face"). Either or both of them can be threatened by certain FTAs such as ordering, advising, or offering. Face Threatening Acts (FTA's) are acts that infringe on the hearers' need to maintain his/her self-esteem, and to be respected. Politeness strategies are developed for the main purpose of dealing with these FTA's. There are four types of politeness strategies, described by Brown and Levinson, that sum up human "politeness" behavior: Bald On Record, Positive Politeness, Negative Politeness, and Off-Record.

c) Politeness Maxim

Politeness principle or Politeness Maxims According to Geoffrey Leech, there is a politeness principle with conversational maxims similar to those formulated by Paul Grice. The cooperative principle and the politeness principle have close relationship because they study about the use of language in communication a set of principle or maxim that manages it. Further, Leech proposed six maxims, namely Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim. Regarding to the (Sang Ayu Isnu Maharani, 2017). There six maxim of politeness according to the Geoffrey leech:

a) Tact Maxim Tact

Tact maxim refers minimize cost to other and maximize the benefit to other. In this maxim, the speaker minimizes the cost (and correspondingly maximizes the benefit) to the listener, for Example:

A : Would you like to sit down,  
Dame Sybil?

B : How kind of you, Colin. Yes, why  
don't we all sit down?

b) Generosity Maxim

Generosity maxim refers to minimize benefits to self and maximize cost to self. (Leech, 1983:133) it is the maxim of magnanimous, which requires the spaker to tespect other. The respect occurs whebn speaker can minimize the benefits for themselves and maximize and maximize the benefits for others. For example:

Girl 1: Let me wash your dirty  
clothes! My laundries are too  
many"

Girl 2: No, sist. I wash it latter in the  
afternoon."

From the conversation above it can be classified that the first girl is trying to maximize the advantage of other by offering hel to wash the second girl's dirty clothes. This is proof of generosity maxim in social interaction.

c) Approbation Maxim

Approbation maxim is minimizing dispraise of other and maximize praise of other. It's only applicable in illocutionary functions as " expressive, e.g. thanking, congratulating, pardoning, blaming, praising, condoling, boasting, complaining, claiming, and reporting (Itsna Ainul Auliya, 2017). It means this maxim is used to avoid saying unpleasant things about others to the hearer. For Example:

A: "You're doing great!"

B: "Is it done yet?"

d) Agreement Maxim

Agreement maxim refers to minimize the expression of disagreement between self and other and maximize the expression of agreement between self and other. The disagreement in this maxim is usually expressed by regret or partial agreement. For Example:

A: Then save the world. Deal? "

B: Deal."

e) Sympathy Maxim

Sympathy maxim refers to minimize antipathy between self and other and maximize sympathy between self and other. In this case, the achievement being reached by other, for instance, must be appreciated and evaluated. On other hand, the calamity happens to other must be given sympathy or condolences. For Example:

A: I am sorry for the hook"

B: Well, hook. No hook. I'm Maui."

f) Modesty Maxim

Modesty maxim refers to minimize praise of self and maximize dispraise of self. Both approbation maxim and modesty maxim concern with the degree of good or bad evaluation of other or self that is performed by the speaker. However, this maxim usually occurs in apologizing something. For Example:

Moana: I'm not the right person.

You have to choose someone else. Choose someone else. Please."

3. EFL Classroom

EFL is an abbreviation for "English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. (For example, a Chinese person learning English in China) EFL, English as a foreign language, indicates the teaching of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged minority, in an anglophone country that they visit as a sort of educational tourist, particularly immediately before or after graduating from university. TEFL is the teaching of English as a foreign language; note that 24 this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status (what linguistic theorist Braj Kachru calls the "expanding circle countries");

it may also be supplemented by lessons paid for privately. Teachers of EFL generally assume that students are literate in their mother tongue (Wikipedia).

## II. METHOD

This research uses qualitative as a method of the research. The researcher employs descriptive qualitative research. It start from collect the data, make an analysis, and conclusion. The researcher conducts the research for one month in English classroom interaction at fourth semester of English program at STKIP Taman Siswa Bima. The number of the students are 25 altogher, which are consist of 19 famale and 6 male. In conduct this research, the researcher takes the videos from English classroom interaction of English program Study at STKIP Taman Siswa Bima. The videos show the lecturer and students utterance during the conversation. The data source of this research are those videos that transcribe. In collect the data for the research, the researcher do some steps:

1. Takes the Videos

In this kind of activities the researcher takes some videos of students conversation that uses canon camera as the tool of data source. Those videos have different part of situation in taking the videos.

2. Watch the videos

The researcher takes and watches the videos as the source of data to make sure the data that ready to have transcribe.

3. Transcribing

The researcherlisten to the videos care-fully, and then transcribe the videos into written data as accurate as possible. This kind of transcribing the data get from video recording.

4. Classifying

After transcribing all of the videos, the researcher classify the data (Students and lecturer utterance transcribe) based on types of politeness maxims.

5. Coding

All of the data classify and gives the different codes. The code is aimed to make the data easy to identify and analyze.

6. Analysis

The researcher analysis the reference meaning of the politeness maxim, information of all maxim found, and analysis the function of most dominat type of politeness maxim.

### III. RESULT AND DISCUSSION

This research uses qualitative as a method of the research. The researcher employs descriptive qualitative research. It start from collect the data, make an analysis, and conclusion. The researcher conducts the research for one month in English classroom interaction at fourth semester of English program at STKIP Taman Siswa Bima. The number of the students are 25 altogether, which are consist of 19 female and 6 male.

1. Types of politeness maxim used in English classroom interaction of fourth semester at STKIP Taman Siswa Bima.

In this case, the researcher analyzed the types of politeness maxims by Geoffrey Leech's theory about six type of politeness maxim, they are tact maxim, generosity maxim, approbation maxim, agreement maxim, sympathy maxim and modesty maxim. The utterances got after taken videos from the first, second and the third video.

**Table 1.** Types of politeness maxims used in English classroom interaction.

No.	Types of Politenes Maxims	Videos			Total
		Video 1	Video 2	Video 3	
1.	Tact Maxim	919	434	115	68
2.	Generosity Maxim	-	-	1	1
3.	Approbation Maxim	6	3	5	14
4.	Agreement Maxim	3	5	2	10
5.	Modesty Maxim	1	-	-	1
6.	Sympathy Maxim	2	-	-	2
Total		32	42	23	96

The researcher concluded the types of code of politeness maxims used by the students which most dominant. This data were calculated from 3 videos that had been taken before.

**Table 2.** Most dominant types of Politeness Maxim

No.	Types of Politeness Maxim	Total
1.	Tact Maxim	68
2.	Approbation Maxim	14
3.	Agreement Maxim	10
4.	Sympathy Maxim	2
5.	Generosity Maxim	1
6.	Modesty Maxim	1

2. Function of most dominant type used in English classroom interaction of fourth semester at STKIP Taman Siswa Bima.

Based on the data gathered and the result of the data, tact maxim and approbation was the most dominant appeared in English classroom Interaction of fourth semester at STKIP Taman Siswa Bima. The number of the data are sixty-eight of tact maxim and fourteen of approbation. Based on Geoffrey Leech theory the function of tact maxim is to minimize cost other and and maximize the benefit for other, while the approbation maxim refers to minimize dispraise of other and maximize the praise of other. According to (Tri Rina Budiawati, 2018) there are several function of language politeness of teacher and students in interaction are function of language politeness in classroom interaction as follow:

- a) Declarative function

There are declarative function which consists of explanatory sentences, declaring information, expressing congratulations, declaring a convenat, and declaring a warning.

- b) Interogative function

Interogative function refers to reques-ting an answer asking for sincerity, asking permission, asking for reason, asking for information and asking for opinions.

- c) Imperative function

There are enjoin, prohibit, ask for help, suggest, advocate

- d) The apology function

This function can be use from the word sorry" as the approbation maxim, in evore the spirit of students in teaching and learning process with the factor of context of situation and participant that happened in classroom interaction.

### IV. CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Considering the result which has been analyzed and obtained at the previous chapter, the researcher is able to take conclusion that there are five types of politeness maxim that used in the videos of fourth semester students in classroom interaction. The researcher found ninety-six politeness maxim those are tact maxim which consist of sixty-eight utterance , generosity maxim consist of one utterance, fifteen utterance of approbation maxim, ten utterance of agreement maxim, one utterance of modesty maxim and two utterance of sympathy maxim. The most dominat type of politeness maxim in those

videos is tact maxim with total sixty-eight times uttered by the teachers and the students. Based on the result of analysed the data in politeness maxim used by English classroom interaction of fourth semester at STKIP taman siswa Bima can be conclude that the teacher are more polite in interaction. Beased on the result of the research are politeness maxim which mostly appeared in the classroom it was done by the lecturer espeacilay for the tact maxim and approbation maxim, which the lecturer are mostly used tact maxim and approbation maxim to evore the spirit of students in teaching and learning process.

## **B. Suggestions**

Discussions related to this research are still very limited and require a lot of input, suggestions for the next writer are to study more deeply and comprehensively about the Politeness Maxims Used in English Classroom Interaction of Fourth Semester at STKIP Taman Siswa Bima.

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