

Compulsory Reading Materials in the Language Politeness Text-based School Literacy Movement

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Abstract

The objective of this present research is aimed at understanding the forms of language politeness that may be used as the reading materials in the School Literacy Movement (henceforth, SLM) and planning the implementation of the language politeness-based reading materials application as an effort to grow Junior High School Students's characters. It is a descriptive qualitative research. The techniques of the data collections adopted were literature reviews, in-depth interviews, and recording. In the data validity, data, researchers, and methodology triangulation techniques were employed. The data analysis technique in the form of texts were analyzed using the interactive model. The research results showed that the forms of the language politeness that should be used as the reading materials in the activities of the SLM implementation may be chosen from Leech's language politeness which has been adapted to the politeness existing in Indonesia. The implementation of the language politeness-based reading materials application intended to grow Junior High School Students's characters is obligatory. The implementation was done through stages according to the SLM program, starting from habituating reading activities for 15 minutes before the class began. At Junior High School level, the students were introduced to materials the teachers had chosen. Then the length of the reading activities was gradually improved. The students should understand the reading materials of the politeness in a certain period of time, then the materials were practiced in the form of simulation.

Keywords

Reading Materials, Language Politeness Text, School Literacy Movement.

Introduction

Politeness is an important aspect which is obliged to be taught to the students since early period since the politeness of the young generation is getting bad. At present many impolite languages are used in the daily live especially in social media. Social media

gives a great effect on the students who are study in elementary schools. Impolite language that is abusive, threatening, aggressive language (Culpeper & Haugh, 2014). For instance, there is someone who in a relaxed manner does blasphemy or says something anything bad (using rude, threatening, and aggressive dictions) to others whose opinions are contrary to him either his superiors or leaders in public with high and rough intonations. The objective of giving the material of politeness is to provide the students with polite language in their social life. The materials should be in the form of reading texts containing anything dealing with language politeness and also impoliteness. The materials should be given since elementary school (in this study, SMP/MTs) so that the students possess the knowledge of politeness as early as possible so that they will behave politely later. The integration of the politeness materials in the textbook of Indonesian based on observations should be soon made so that the present generation studying in SMP/MTs will become polite generation in using language.

The novelty aspect of this present research is the choice of reading materials in the Indonesian subject based on texts containing politeness materials for SMP/MTs students intended to make the students polite in using language. it is in line with the development of the 2013 curriculum led to the outcomes-based curriculum. One of the four competences the students should attain is social competence. Social competence shows attitudes of sincerity, discipline, responsibility and care (tolerance, mutual cooperation), politeness and self-confidence when one effectively interacts with his/her social and natural environment. In the best knowledge of the researchers, there is no textbook of Indonesian that has presented the materials dealing with politeness either in the textbook adopting the 2013 curriculum in either the first edition or the 2017 revised edition or previous textbooks. This findings are new and therefore, it is important to add them into the reading materials in the textbook of Indonesian for SMP/MTs. In this present research, the language politeness referring to Leech's model is offered as the reading materials in the textbooks of Indonesian. This model is adopted since it has been much studied by the teachers who certain would apply it in their learning activities.

The reading materials contain character values. The emphasis of the learning materials containing the character values may be proposed to possess language politeness. Language politeness is one of the factors that may grow students' characters. Students are habituated to use polite languages so that this habituation may gradually form their polite attitudes. Polite attitude is part of good character formation. As a result, it s necessary to make a research dealing with the problem. Research on politeness has been made in various perspectives for examples, the effects of politeness on interactions, model

politeness of EFL learners, politeness strategies, factors which are sensitive in politeness, and language politeness (Behin, 2013; Creswell, 2014).

In order to reach the objective above, the research problems in this present research are as follows:

1. What is the form of the learning materials for the reading text in Indonesian subject for SMP/MTs students based on the Leech's politeness model?
2. Why is this teaching material chosen and what is the target of the output?

The objective of this present research is to answer problems dealing with the forms of language politeness that may be used as the reading materials in the SLM. Moreover, it is also intended to planning the implementation of language politeness-based reading materials in the effort to grow secondary school students' characters.

Pragmatics and Language Politeness

Pragmatics is a science studying the meaning of language use among the speaker and the listener in communication either orally in written form as determined by the context of its use (Leech, 2014; Dwi Bambang Putut Setiyadi, 2017). The focus of pragmatics is on the meaning established by the speech situation or its context. The study of meaning in pragmatics is triadic in nature, and it is that distinguishes this field of study from semantics, which is dyadic in nature. The context of language use may result in different meanings. In the interaction among members of society, language is needed. Language may make an interaction between an individual or other groups of society may run smoothly. It also happens in the cooperation in the society that may be well realized because of language use. If the language use among them is polite, their relation will work harmoniously and peacefully. But if disputes often occur among them, impertinence in their relations must happen. This situation arises since they less make use of language politeness principle in communication. This politeness principle is not one of the factors, but there are still many other factors. What will be emphasized in this discussion is the politeness from the language aspect.

Politeness has long been the subject of interesting discussions among experts from various countries from the whole continents such as Leech, Brown & Levinson, Grice, Lakoff (Behin, 2013; Budiati, 2012; Maros, Marlyna & Rosli, 2017; Morse & Afifi, 2015; Mujiyanto, 2017). From the use of polite language, polite character may be resulted in. Politeness involves a polite attitude towards behaviours in particular context. In fact, that attitude is often extended towards the people who do politeness: they are considered polite people (Culpeper & Haugh, 2014)(Iswanto et al., 2021). Context plays an important role

in speech act. Words containing the value of the polite taste in a certain context may change its connotation into less polite form. For example, a word containing a polite connotation, in the sentence *Ayo silakan ambil kalau berani, biar kupatahkan tanganmu!* 'Please take it if you are brave, I'll break your hands (the utterance happened when one would take a handphone and the owner of the handphone knew the action. The word *silakan* 'please' threatened the interlocutor with hard and angry attitude). In the utterance the word *silakan* 'please' is used under the context of impoliteness since the speaker is angry, so that the word is used in an impolite form.

The context of language use may result in different meanings. Language may make an interaction between an individual or other groups of society may run smoothly. It also happens in the cooperation in the society that may be well realized because of language use. If the language use among them is polite, their relation will work harmoniously and peacefully. But if disputes often occur among them, impertinence in their relations must happen. This situation arises since they less make use of language politeness principle in communication. This politeness principle is not one of the factors, but there are still many other factors, in this discussion, the politeness from the language aspect.

From the descriptions above, it can be stated that language plays an important role in the interaction among the members of the society. In order to make the communication run smoothly and not cause any conflicts or noises, good cooperation and polite speech are needed. Cooperation and politeness principles are under the scope of discussion of pragmatics (Leech, 2014; Mujiyanto, 2017). Language politeness can be take to mean the use of expressions that are both contextually appropriate and judged as socially positive by the target (Culpeper & Haugh, 2014). In the social life, language politeness becomes the defining factor of one's polite attitude in keeping the harmonious life among members of society (Sukarno, 2015; Susanto, 2014). In order to be able to fulfill the politeness principle in any speaking activities, there are scales of politeness ranks that should be met (Kiyama, Tamaoka, & Takiura, 2012; Leech, 2014; Maros, Marlyna & Rosli, 2017; Thuruvan, Panithira & Yunus, 2017; Zamzani, Tadkiroatun Musfiroh, Siti Maslakhah, 2011). The politeness principles in communication or language activities in this present research are those proposed by (Leech, 2014) covering six politeness maxims namely tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, dan sympathy maxim.

School Literacy Movement

School Literacy Movement was launched by the government based on the results of the international survey made by UNESCO (PIRLS 2011, PISA 2009 & 2012) stating that students in Indonesia occupied the low rate in terms of the reading skill. This condition

made the stakeholders feel a deep concern, so that any efforts to improve the condition should be done by launching the SLM. Then, the Minister of Education and Culture developed the SLM on the basis of the Regulation of the Minister of Education and Culture No. 23 year of 2015 on Growing Character. SLM was on August 18, 2016 is aimed at habituating and motivating students to be willing to read and write in order to improve their reading and writing ranks at the international level, also to grow their character.

The improvement of students' literacy may be committed in an integrated manner among the stakeholders, educational unit, parents, and society (Chong, 2017; Eisenclas, Schalley, & Guillemin, 2013; Englezou & Fragkouli, 2014; Johari, Aiza; Tom, Amelia Alfred; Morni, Affidah; Sahari, 2013; Westbrook, 2011). The stakeholders of education from the central to the local levels make literacy facilities and infrastructures available. Parents give spirit and support, and provide their children with reading materials (Ergül, C., Sarica, A.D. Akoglu, G., Karaman, 2017; Rasinski, Rupley, Paige, & Nichols, 2016; Roohani, Ali; Jafarpour, Aliakbar; Zarei, 2017; Dwi Bambang Putut Setiyadi, 2017). This is also done by school or educational unit.

Method

It is a qualitative research with descriptive nature. The researcher took notes carefully and thoroughly on the research subjects in terms of their words, sentences, texts, pictures, photos, videos from various data sources on speech acts made by two or more persons at school containing language politeness. Then, the data were chosen in line with the learning materials used in implementing the SLM programs.

The techniques of data collection adopted were library study, in-depth interviews, and recording (Badan Pembinaan dan Pengembangan Bahasa, 2019; Creswell, 2014; sugiyono, 2016) (Anas, Khairuldin, Embong, Mohd, & Wan Mokhtar, 2020). Library study was made to look for texts with the theme of politeness in either oral or written form. In-depth interviews were conducted to research subjects to ask the speakers on anything dealing with their knowledge on speech politeness. It is intended to know whether the speech they have made is considered to be polite or impolite, and to reveal their opinion about a polite speech. Recording technique was used to record data, either audio, visual or audio-visual, discovered by the researcher dealing with language politeness. The data were validated using data, researcher, and methodology triangulations. The data from the library research and from informants were collected through interviews, library study, and recording. The researcher compared some research results on texts with the theme of language politeness.

Then, the data analysis technique in the form of texts were analyzed using the interactive model (Miles, Huberman, & Saldana, 2014) (Mohd et al., 2019)S which can be described as follows.

Findings

Forms of Language Politeness as the SLM Reading Materials

The forms of reading materials that may be used in the effort to grow students' language politeness in this present research are those based on language politeness. Polite words, phrases, sentences or texts are language units containing values of polite senses. The value of polite senses is determined by the context of the use of the units, related to the linguistic and non linguistic factors. Linguistic factors deal with dictions in a text, or also elements of intonation and kinesics factors in the oral language. Nonlinguistic factors are social factors existing in the society in which the language is spoken. Social factors are also related to the culture of local people, including their way of using their language. In this present research, the language politeness refers to Leech's six language politeness described in the following subsections.

Reading Materials Containing the Maxim of Tact

Tact maxim requires a speaker to prioritize his listener in his speaking. The listener should not feel to be harmful or to be ashamed in front of other speakers in a speaking event. The following examples are presented the language units used as the reading material chosen in this present research.

Table 1 Reading Materials Containing the Maxim of Tact

| Polite utterances | Less polite utterances | Context |
|---|---|---|
| (1) A: <i>Sebaiknya kamu tidak melakukan itu lagi.</i> 'You should not do that again' B: <i>Terima kasih, saran Bapak akan saya laksanakan.</i> 'Thank you sir, I will do your advice' | (2) A: <i>Dasar anak tak tahu aturan! Sudah diberitahu malah nekad melakukan!</i> 'You are really irritating! I have told you don't do that, haven't you?' B: (said nothing, just expressed his displeasing face) | A dialogue between a teacher and a student when the teacher knew that the student had cheated in class) |
| (3) A: <i>Kamu telah melanggar peraturan sekolah, tahukah apa yang telah kamu langgar? Nah, tahu jugakah hukumannya?</i> 'You have have broken a school regulation, don't you know you have broken it? See, you know the punishment?' B: <i>Iya, Pak. Terima kasih, saya tidak akan melanggar lagi.</i> 'Yes, sir. Thank you, I will not break the regulation again'. | (4) A: <i>Kamu tidak pernah disiplin, selalu saja mengulang-ulang perbuatan yang dilarang! Kamu saya hukum berlari keliling lapangan lima kali!</i> 'You are not never discipline, always repeat the forbidden deed'. B: (He did not answer any thing, in his heart he even felt threatening) | A teacher responded to a student who has broken a school law: coming late to school |
| (5) A: <i>Permisi, Bapak, sebelumnya saya mohon maaf mengganggu waktu Bapak. Kami mewakili Panitia Peringatan Hardiknas memohon Bapak berkenan memberikan sambutan pada Peringatan Hardiknas.</i> 'Excuse me sir, is it allowed me to say something sir? As the representative of the committee of the National Education Day Commemoration, if possible I want you to be willing to give a speech in the commemoration. Ok, is everything ready?' B: <i>Baiklah, sudah siap semuanya?</i> 'Ok, is everything ready?' A: <i>Sudah siap, Pak</i> 'Yes, sir' | (6) A: <i>Pak, kami minta Bapak Memberi sambutan Hardiknas.</i> 'Sir, we want to to give a speech in the National Day' B: <i>Baiklah, sudah siap semuanya?</i> 'OK, is everything ready?' A: <i>Sudah siap, Pak, semuanya.</i> 'Yes sir, everything is ready'. | A. exchange between the teacher and the representative of the committee in the National Education Day Commemoration. (5) The student expressed his desire by sitting in front of the teacher politely, (6) an impolite expression made by the student to the teacher in a room in a standing position |

The diction of the words *sebaiknya* (1), *terima kasih* (1), (3), (5) *permisi* (5), *baiklah* dan *mohon maaf* (5), *baiklah* (5) is very proper since the words contain very polite expressions among speakers for example between students and the headmaster or his representative, or teachers and workers. The diction will not result in the addressee not to feel being harmful, looked down, embarrassed, or being insulted. Intonation in speaking should also be paid attention, not too high or loud. When being interviewed, some students said that they did not realize that what they had spoken or not is less polite. This shows that students did not much know forms of polite utterances. Therefore, the understanding of language politeness should be given to them. They did not realize that what they had spoken is less polite.

Dealing with the speaking events above, the researcher show examples of impolite speeches., followed by examples of speeches with polite dictions. It is not only speech, but also gestures in line with the polite attitude which result in impoliteness. For example, the student should not show his glum face and challenging manner in front of his teacher. Habituating the use of polite diction, proper intonation, not making one's addressee feel harmful and polite gesture may result in students automatically to behave politely in facing various speech events. The researcher also made some interviews with some students about some examples of students' attitudes when they speak to understand their knowledge about polite attitudes. From the results of the interviews, some students did not realize that their attitudes when they were speaking are not or less polite. Some improvements of less proper gestures were shown.

Whereas, utterances (2) and (4) show a teacher's less polite utterances since teacher is the model for his/her students, so that less proper utterances will tend to be imitated by his/her students. The diction and the gesture the teacher adopted are less proper. No diction *terima kasih* in utterances (2), (4) and (6), the diction *minta* in utterance (6) and the attitudes are shown by the students by not saying anything, followed by displeasing starring eyes, challenging the teachers' outlook as if he challenged him and also his standing manner (6) show less polite utterances and attitudes.

Reading Materials Containing the Maxim of Generosity

In speaking, any utterances that tend to benefit the speaker himself should be avoided. The speaker should be generous enough for the goodness of his addressee. Based on the study on language units used as the reading materials, the following examples of the materials chosen are as follows.

Table 2 Reading Materials Containing the Maxim of Generosity

| Polite utterances | Less polite utterances | Context |
|---|---|--|
| <p>(7) A: <i>Nanti malam liga champion bagus lho, Barcelona lawan Juventus</i> ‘(Eh, tonight the champion league is good, Barcelola versus Juventus’ B: <i>Kita nonton bareng saja ramai-ramai di rumahku. Ajak yang lain lho ya.</i> ‘Let’s watch it together in my house. Ask the others too.’ A: <i>Baiklah, tidak mengganggu kan?</i> ‘Oke, it won’t bother you, will it?’ B: <i>Wah, aku malah merasa senang ada teman nonton.</i> ‘Oh, no, I like to be accompanied to enjoy the show.’</p> | <p>(8) A: <i>Nanti malam liga champion bagus lho, Barcelona lawan Juventus.</i> ‘Eh, tonight the champion league is good, Barcelola versus Juventus.’ B: <i>Buat apa nonton bola, mendingan tidur, dapat mimpi indah.</i> ‘What is it for?, better sleeping and enjoying beautiful dreams.’</p> | <p>A Dialog between two students living houses near one and another</p> |
| <p>(9) A: <i>Ton, maaf, mau pinjam pulpen, pulpenku habis.</i> ‘Ton, sorry, I want to borrow a pen, the ink in my pen run out.’ B: <i>Baiklah, ini silakan pilih yang mana.</i> ‘Oke, choose which one.’ A: <i>Terima kasih, Ton, yang hitam saja.</i> ‘Thank you, Ton, the black.’</p> | <p>(10) A: <i>Ton, maaf, mau pinjam pulpen, pulpenku habis.</i> ‘Ton, sorry, I want to borrow a pen, the ink in my pen run out.’ B: <i>Sekolah kok gak modal, gak punya.</i> ‘No, please buy the pen by yourself.’</p> | <p>A dialogue between two students, where one student will borrow a pen from another sitting side by side since one student run out of the ink</p> |

The use of dictions *baiklah* (7) & (9), *maaf* and *terima kasih* in utterance (9) is the answers showing interlocutors’ generosity of between the two. Gestures, for example, by letting the two arms go down following with happy face show hospitality. Intonation used is also in line with the attitude and language politeness of the interlocutors where the intonation is not high and the volume of the voice is not so loud. On the contrary, the answers of the addressee (8) and (10) are less polite since it did no show addressor’s generosity so that it may raise some feelings of not being happy to the addressee.

The learning of utterances that do contain the maxim of generosity is expected to grow polite, discipline, proactive, generous, and humble attitudes in responding various dialogues that must be experienced by students. This teaching material may be implemented in practices. Students work in couples and show uttering events containing this maxim. Therefore, it is expected that the students will be able to learn to apply the politeness principles in their surrounding environment.

Reading Materials Containing the Maxim of Approbation

In responding one’s utterance, the speaker should respect to his/her addressee possessing some achievements, strengths and advancement. We should not respond them with

utterances hurting the addressee’s feeling or dignity. Based on the study on the language units used as the reading materials, the following is presented.

Table 3 Reading Materials Containing the Maxim of Approbation

| Polite utterances | Less polite utterances | Context |
|---|---|--|
| (11) A: <i>Pak, skore menembakku 570.</i> ‘Sir, my shooting score is 570.’ B: <i>Wahh, bagus. Terus tingkatkan.</i> ‘Oh, great. Improve it’ A: <i>Terima kasih, Pak.</i> ‘Thank you, Sir.’ | (12) A: <i>Pak, skor menembakku 570.</i> ‘Sir, my shooting score is 570.’ B: <i>Ah, apa itu latihan sejak dulu cuma segitu saja.</i> ‘Ah, not satisfactory, like in the past.’ | A Dialog between two students living houses near one and another |
| (13) A: <i>Ton, jadinya aku ikut lomba melukis di tingkat provinsi.</i> ‘Ton, so you will join in the painting contest at the province level.’ B: <i>Wah, ikut senang semoga sukses.</i> ‘Oh, good luck, love hearing that.’ A: <i>Terima kasih, Ton.</i> ‘Thank you, Ton.’ | (14) A: <i>Ton, jadinya aku ikut lomba melukis di tingkat provinsi.</i> ‘Ton, so you will join in the painting contest at the province level.’ B: <i>Wah, aku tidak yakin kau menang.</i> ‘Ah, I’m not sure you will win it.’ | A Dialogue between the two friends where one will join in a painting contest to represent his school |

The use of diction *hebat* (11) shows that the addressee respects the addressor that had got a good enough score although is had not been perfect yet. Diction *semoga sukses* in the utterance (13) show the addressee’s respect to the addressor that had won the painting contest. The expression *terima kasih* in utterances (11) and (13) also shows the response to the respect from the addressor to the addressee that had given the respect. The dictions not only fulfill the maxim of approbation, but also trigger the student’ achievement in the field he was occupying. Moreover, the student is able to habituate himself under a polite climate.

Whereas utterances (12) and (14) made by the addresses who did not respect to what had already achieved by the addressor. This utterance should be avoided if one wants to grow one’s politeness. Improper gestures and sentence intonations tend to produce bad attitudes. Learning utterances containing the maxim of approbation is expected to grow polite, cooperative, sincere, and appreciative characters in responding various dialogues one must face in his life.

Reading Materials containing the Maxim of Modesty

In speaking, one should not praise oneself. One should speak by lowering oneself or by not showing that one is superior or better. If one say that one is more superior or better

than others, it said that he is arrogant. On the basis of the study on language units as the teaching materials chosen, the following is presented.

Table 4 Reading Materials Containing the Maxim of Modesty

| Polite utterances | Less polite utterances | Context |
|--|---|--|
| <p>(15) A: <i>Tadi waktu menyanyi suaramu bagus lho.</i> 'When you sang the song, your voice was good.' B: <i>Waah, hanya begitu bisaku, Wik. Terima kasih atas perhatianmu.</i> 'Oh, I have tried my best. Thank you for your attention.'</p> | <p>(16) A: <i>Tadi waktu menyanyi suaramu bagus lho.</i> 'When you sang the song, your voice was good.' B: <i>Jelas dong, aku kan mantan bintang radio.</i> 'Certainly, I once was a singer star in the radio.'</p> | <p>A dialogue between the two students who are attending a farewell party at school and one of them sing a song in the party</p> |
| <p>(17) A: <i>Ton, nanti kamu memberikan pidato perpisahan mewakili kelas dua.</i> 'Ton, please give a speech in the farewell party representing the second grade.' B: <i>Wah, tapi aku tidak persiapan dan suaraku kurang bagus.</i> 'Ah, but I haven't prepared it and my voice is not good' A: <i>Bersiaplah sekarang. Terima kasih atas kesediaanmu.</i> 'Prepare it now. Thank you for your Willingness.'</p> | <p>(18) A: <i>Ton, nanti kamu memberikan pidato perpisahan mewakili kelas dua.</i> 'Ton, please give a speech in the farewell party representing the second grade.' B: <i>Beres, pekerjaan kecil.</i> 'Don't worry, that is small job.'</p> | <p>A dialog between the board member of OSIS (Student Intra-school Organization) in a Secondary High School</p> |

The diction *suaramu bagus* in the utterance (15) shows that the addressor had a sympathy to the addressee. The answer of the addressees in the utterances (15) and (16) showed the addressee's modesty in responding the addressor's praise or sympathy. The gesture and intonation also supported the existence of the politeness. On the contrary, the addressee's answer in utterances (16) and (18) show less polite attitudes since they showed arrogant attitude in the addressee. The learning of utterances containing the maxim of modest is expected to grow polite, cooperative, sincere, humble and appreciative characters in responding various dialogues the students must face. These contexts will facilitate the formation of a language politeness climate in the school environment.

Reading Materials containing the Maxim of Agreement

The interlocutors should improve their abilities in adaptation with the addressees and reduce any inexpedience with the addressees. Tolerance should be improved. On the basis of the study on language units employed in the teaching materials chosen, the following is presented.

Table 5 Reading Materials Containing the Maxim of Agreement

| Polite utterances | Less polite utterances | Context |
|---|---|---|
| (19) A: <i>Bagaimana kalau liburan panjang kita berwisata ke Malang?</i> '(How if in the long holiday we go to Malang?)' B: <i>Waaah, cocok. Sudah lama aku pengen ke sana.</i> 'Oh, good. I have been along time intended to go there.' | (20) A: <i>Bagaimana kalau liburan panjang kita berwisata ke Malang?</i> '(How if in the long holiday we go to Malang.)' B: <i>Wah, dah bosan aku. Sudah beberapa kali aku ke sana.</i> 'Ah, boring. I have gone there many times.' | A dialogue between the two students who are lanning to go to a picnic in the long weekend |
| (21) A: <i>Aku pilih yang warna silver stone, mewah sekali.</i> 'I will choose the silve stone color, luxurious.' B: <i>Iya ya dibandingkan yang putih itu aku juga setuju, bagus yang ini.</i> 'Ok, better than the white color, I agree, it is good.' | (22) A: <i>Aku pilih yang warna silver stone, mewah sekali.</i> 'I will choose the silver stone color, luxurious.' B: <i>Warna begitu kok disukai. Warna itu gampang pudar.</i> 'Ah you like the color? It will easily Fade.' | A dialogue between two students who are commenting on a motor advertised in OLX. |

Diction in the addressees' answers in the utterances (19) and (21) shows that there is an agreement between the two parties. Gestures and intonation also supported the politeness. Whereas, diction used by the addressees in the utterance (20) and (22) showed addresses' disagreement. It is followed by less pleasing gesture and rather higher intonation showing the addresses' impoliteness.

The learning of utterances containing the maxim of agreement is expected to be able to grow polite, cooperative, sincere, appreciate and good characters in the school environment. Disagreement in any answers should be avoided since this may cause the addressee to feel displeasing. Therefore, one should be able to control his emotion and to avoid any disputes between interlocutors, so that training students to control their emotions is also important.

Reading Materials containing the Maxim of Sympathy

When speaking with others, one should show his sympathy to others in any situation. One should never reveal any aversion openly in order to prevent conflicts or fights. Principally, one should behave properly to anything with utterances showing no hostility although one does not like his addressee. On the basis of the study on the language units chosen as the teaching materials, the following examples utterances are presented.

Table 6 Reading Materials Containing the Maxim of Sympathy

| Polite utterances | Less polite utterances | Context |
|--|--|---|
| (23) A: <i>Hore, aku diterima di Kedokteran UGM!</i> ‘Hurrah!, I was accepted in the Medical Faculty in UGM!’ B: <i>Waaah, selamat!</i> ‘Oh, good luck!’ A: <i>Terima kasih, kamu diterima di mana?</i> ‘Thank you, where were you accepted.’ B: <i>Aku di Teknik Sipil UNS.</i> ‘I am in Civil Engineering in UNS.’ A: <i>Selamat juga.</i> ‘Good luck too.’ | (24) A: <i>Hore, aku diterima di Kedokteran UGM!</i> ‘Hurrah!, I was accepted in the Medical Faculty in UGM!’ B: <i>Halah, sekarang sudah berlebihan stok dokter, mau kerja di mana kau nanti?</i> ‘Iih, the stock of doctors is excessive, where will you get a job.’ | A dialogue between the two students expressing their excitement because there are accepted in well-known universities |
| (25) A: <i>Al, ayo kita tengok teman kita yang sedang sakit?</i> ‘Al, let’s see our classmate who is sick.’ B: <i>Ayo, ajak semua teman kita, biar tidak sedih dia.</i> ‘Ok, ask all our classmates, so he will not be sad.’ | (26) A: <i>Al, ayo kita tengok teman kita yang sedang sakit?</i> ‘Al, let’s see our classmate who is sick.’ B: <i>Males ah, syukurin, biar tahu rasa dia.</i> ‘Sorry, I will not. Let him enjoy it.’ | A dialogue between two students asking their classmates to see their classmate who is sick due to traffic accident |

The use of diction *selamat* pronounced by the addressor or addressee in the utterances (23) and (24) show the sympathy between the two students. The diction made by the addressee in the utterance (25) also showed that there is a sympathy so that polite utterance between the interlocutors is formed. Good gesture and intonation also supported the meaning of sympathy between the interlocutors. Whereas, the utterances (24) and (26) were less polite expressed in the diction of *kelebihan stok* (24), *males* and *syukur* in (26). In the utterances, no feeling of sympathy between the two interlocutors to the sick did not exist. This condition was worsened by the gestures that did not support the formation of the politeness climate. The learning of utterances containing the maxim of sympathy is expected to be able to grow the polite, cooperative, sincere, and appreciative characters in responding various dialogues that the students will experience in their lives.

The Implementation of the Language Politeness-based Reading Materials Application

The implementation in giving the reading materials is in line with the activities in the SLM program as stated in the manual book: (1) Stage 1: growing interest in reading through 15 minute – reading activities program (habituation); (2) Stage 2: improving the literacy competence through activities in responding the enrichment book (development);

(3) Stage 3: improving the literacy competent in all subjects using the enrichment book describing reading strategies in all subjects (learning).

The reading materials above were implemented at stage 1 or habituation state, 15 minutes-reading activities before the lesson began. The materials described above were administrated at the secondary school level, while at the elementary school level, a specific research is needed. In this present research, co-teachers were needed to accompany the students in learning the reading materials on the language politeness.

The reading materials in the forms of the maxims of language politeness should be understood by teachers and students. The teachers should learn the materials first if they did not familiar with them before. The students in reading the maxims should have some difficulties so that the teachers played an important role in making the students understand the theory. Parts that should be given more attention could be consulted with lecturers considered to have more understanding of the parts. The teachers should also teach polite gestures when students were interacting with their addressees. In this case, the teachers should give more understanding to the students about who their addressees, their ages and positions, the places in which the speech events occurred, speech situations and contexts.

The teachers assigned the duties are the teachers of Indonesian or languages, since they in general had got Pragmatic theories on language politeness. The students were given the materials as presented in the examples above from various readings, videos, or other sources. After reading or observing anything dealing with the language politeness, students were given tasks make a simulation with role playing or other proper methods to practice the use of polite language. To do this, teachers skillful in the improvisation in their teaching activities are needed.

To know the results of this habituation, teachers did some observations and evaluations to the activities in this habituation stage to know the progress the students had achieved. If this habituation stage had reached a better stage, the next stage was done. These activities were expected to give some effects on the students' polite behavior in any situation or event or anywhere. After the students really mastered the politeness, the activities were moved into the development and learning stages.

The implementation of the SLM with the learning materials on the language politeness may be made twice a week and it was obliged in all schools. Moreover there were more other materials that may be read by students. In each meeting, the students were obliged

to finish and understand the learning materials at least in one month. The teachers gave instructions of what the students should do.

Discussion

Language politeness is really needed in the speech acts among the members of one community and those of other community. To make the members of the community possess literacy on language politeness, they should be given knowledge about the matter since they are childhood or they enter into their school. Literacy on language politeness may be implanted by habituating them through SLM. It is through this way that the students' politeness principles have been planted in their lives. The students have obtained some competences in behaving politely when they study in higher education.

Language politeness in this discussion has made use of Leech's theory on maxim of tact (Kiyama et al., 2012; Leech, 2014; Maros, Marlyna & Rosli, 2017; Thuruvan, Panithira & Yunus, 2017). Based on this theory, it is expected that there is a manual that serves as the orientation in speaking politely. His theory includes six maxims of language politeness. The six maxims become an orientation in understanding the forms of politeness should be acquired by the students when they do SLM activities. The teachers and the guide in understanding the maxims should also really understand them so that they can explain to the students when the students have difficulties. The maxims may be made by the teachers themselves adjusted to their own abilities and environment.

Language politeness may be formed since early age so that students have got enough competence in language politeness in their further lives. At the junior high school level, the reading materials for the language politeness is obligatory in nature (Nordin & Eng, 2017; Rasinski et al., 2016; Roohani, Ali; Jafarpour, Aliakbar; Zarei, 2017; Sukarno, 2015). Students merely open previous materials. Besides habituating themselves to read the materials provided by their teacher, students also habituate utterances in the materials by practicing them in groups through their habits in speaking in their daily activities at school. The activities are then geared into the level where the students may be able to relate their habit to their gestures. The parents should also take parts in forming the politeness attitudes and language politeness by modeling good attitudes and languages. Moreover the students' knowledge on politeness may be improved through reading materials (Behin, 2013; Eisenchlas et al., 2013; Englezou & Fragkouli, 2014). Language politeness should also followed by good and polite gestures and speaking intonation which is in line with the speaker's utterance. Moreover, one should also know who his addressees, age and position, where the speech event occurs, speech situation, and also

speech context (Borràs-comes & Sichel-bazin 2015, Chong 2017, Thuruvan & Yunus 2017). This polite attitude will be more easily formed if it is done since childhood.

Language politeness is related to character so that it needs reading materials that may lead to the growth of the character (Peaci & Peachy, 2016; Dwi Bambang Putut Setiyadi, 2017; Dwi Bambang Putut Setiyadi, 2013). Reading materials presented above may be used as a good alternative, but, the reading materials may be chosen by the teachers in each school by adjusting to the politeness criteria existing in each region. Teachers should also choose materials appropriate with students' environment so that they will be absorbed easily by the students. In presenting the materials, teachers may also make use of appropriate literacy media (Westbrook 2011, Kiyama et. al. 2012, Rohde 2015).

When students have mastered aspects of politeness in accordance with its contexts, as taught by teachers, it will make their behaviors in their daily lives. It is also a strategy in creating a politeness climate at school. Moreover, a polite climate should also be created among all learning community in order to support the movement of language politeness. Therefore, language politeness may cause a harmony of the relation in the school environment through choosing a proper strategy in communication (Behin, 2013).

From the speech events in the data above, it can be stated that politeness may also be formed by the environment, in this case, the educational unit. The establishment of the politeness climate in an educational unit involves the whole learning community concerned with education namely headmaster, teachers, educational staffs, students, school committee, and parents. All should habituate themselves in speaking and behaving politely every time. From the habit in doing them, a politeness climate in the educational unit will be established. Therefore, learning community in the educational unit will become literate members dealing with language politeness beside literacy in other sciences.

Conclusion

The forms of language politeness used as the reading materials in the SLM activities may be chosen from the language politeness from Leech's theory that is adapted to the politeness existing in Indonesia. Six maxims of the expert model can be used as the orientation in choosing materials which are appropriate with each students' environment. Beside polite speeches, materials on gestures that have been adjusted to the contexts, and the addressees, their ages and positions, the places where the speech events happen, speech situations or speech contexts should also be given.

The implementation of the language politeness-based reading materials application to grow secondary high school students' characters is obligatory. The implementation is made through stages which are adapted to the SLM programs. It starts from 15 minutes-reading habituation before the main lesson starts. At the junior high school level, the students are introduced to materials that have been chosen by the teachers. Then gradually the level is increased. Students should understand the reading materials in the politeness in a certain period of time, then the materials are practiced in the form of simulation.

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