

Language Politeness Patterns in Information Services at Zion High School Makassar

Derita Munthu¹, Akmal Hamsa¹, Usman¹

Corresponding Email: ithamunthu202@gmail.com

¹Indonesian Language Education, Makassar State University, Indonesia

Abstract

This study aims to reveal the politeness pattern of expressive and assertive speech acts in information services at Zion High School. This research is a qualitative research using speech act theory and language politeness theory. The data of this study consisted of speech data and field notes. Data was collected through recording, observation, and transcription techniques. Data analysis was carried out through four main procedures, namely: data collection, data reduction, data presentation, and inference/verification. Based on data analysis, speech act politeness patterns in information services at Zion High School include code mixing and pleasantries.

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Introduction

Language politeness is an important aspect of communication. The use of polite language in communicating will facilitate and facilitate speakers and speech partners in achieving communication goals. Achieving the goal if the speaker is able to convey the information he is thinking about, is also able to use language that is easy to understand so that there are no misunderstandings or misinterpretations in the delivery of information. Being able to speak in a smooth manner and the content of his speech has a clear purpose, it can soothe the heart and make other people happy. Paying attention to language politeness in use will create a harmonious and respectful relationship between the speaker and the speech partner (Held, 1992).

Language politeness can be used to assess the characteristics of a person (Pariera, 2006). Assessing a person's personality can be measured if the person expresses thoughts or feelings through language acts in the form of verbal or nonverbal. Verbal language is a language in the form of a series of words or utterances that form a discourse/text, both spoken and written, which will show true or false, and whether someone is good or bad when it is manifested in speech or writing (Morgan & Sellner, 2017). While nonverbal language is language that is expressed in the form of actions, kinesics, gestures, tones, and expressions. The use of language is a form of individual self-actualization that can reflect a person's characteristics in language and behavior. Therefore, politeness is not only judged from grammar but can also be seen from body movements. Thus, language and polite behavior are the needs of every individual, not just an obligation.

The use of language and language attitudes are elements of politeness that affect communication events. Public service is one of the communication events that we often find and become a necessity for supporting community life. Public services have a service standard which is a measure that is determined as a standard of good service (Raboca, 2006). The actors in charge of serving must meet several criteria, namely: polite behavior, how to convey

something related to what should be received by the person concerned, the right time to convey, and hospitality. The politeness and friendliness of a public servant can be shown by the use of his speech acts, especially the choice of words used in providing services (Blum-Kulka, 2019). The choice of words in question is the accuracy of using words to express meaning and intent in a certain context so that it has a certain effect on the speech partner (Hancock & Rubin, 2015).

Zion High School is one form of educational institution that provides student education services, on the other hand also provides information services for guests that support the learning process or establish cooperation. Guests who are dominated by parents of students crave good service in order to obtain information related to children's education they are at school. Good service is not only supported by the completeness of school facilities but also the use of language with the right pattern in terms of human resources. Facts on the ground, although Zion High School has implemented Standard Operating Procedures, there are still some verbal and written comments regarding dissatisfaction with the services provided. Thus, the school is required to always try to improve services to parents. The satisfaction of information services to parents and other guests will have an impact on the promotion of the school to guests and the wider community who will entrust their children to continue their education at Zion High School.

Language communication between administrators and guests who have different cultural backgrounds often leads to misunderstandings in information services. So speakers must choose the right language, polite, communicative, and the right strategy when speaking. Politeness is a firm concept, such as ideas, polite behavior or etiquette found in culture, it is also possible to determine a number of different general principles for being polite in social interactions in a particular culture. Based on the case of information services at Zion High School above, pragmatics is present as a bridge in carrying out good speech acts. Pragmatics is a branch of grammar that is closely related to speech acts. Context in a speech act has a very important role. The context in a different situation will affect the meaning of the same speech act so that the use of a language can affect the intent and purpose of the speech act conveyed by the speech act actor. In pragmatics, the language studied must be in accordance with the context that cannot be separated and pragmatics has a good room for politeness in language. Information services at Zion High School which are administered by the administration become a space for socializing with guests.

In relation to language politeness, (Agustini, 2018) in her research reveals that it is proper for speakers and speech partners to pay attention to linguistic rules and pragmatic rules in language. Politeness patterns based on linguistic rules include indirect speech, speech that is said to be different from what is intended (reverse), speech that is said to be implicit, language style, use of proverbs, expressions, code mixing or code switching, pleasantries.

Methods

The research method used is qualitative. The data displayed is expressive and assertive speech data in the form of words, phrases, and sentences taken in the administrative information service process to parents, Zion High School teachers, and other guests. Data collection was obtained through observation, recording and transcription. Data analysis was carried out through four main procedures, namely: data collection, data reduction, data presentation, and inference/verification.

Results and Discussion

The pattern of politeness is also one of the factors in determining a polite speech. Based on (Agustini, 2018) language politeness patterns can include indirect speech, reverse, implicit speech, language style, code mixing or code switching, personal, pleasantries, proverbs, and expressions. Based on the results of research on politeness patterns in information services at Zion High School, it can be realized in the pattern: code mixing and pleasantries. The findings are described as follows:

Code Mix

Data 1

Student : good morning ma'am, sorry to disturb your time, I'm Jacqueline from class X science in Beijing, ma'am, can I ask for your semester grades in the form of a file, because I want to use the competition list, ma'am, and my homeroom teacher doesn't have the file, thank you ma'am.

TU: Yes, morning Jacqueline. You didn't save the report file that was shared, huh? if the report card has been printed, the report card file is no longer shared. So you take the printed report card at the homeroom and scan it yourself.

Student : ooia ok ma'am. thanks

(Context: Students requesting to send report cards but TU cannot send the files because printed report cards can no longer be shared in file form).

Data (1) shows that there is an interaction between administration and students regarding student requests to request report cards that will be used to take part in the competition. However, the administration directed to request the report card file to the student's homeroom teacher.

The services provided by the administration to students include speeches that use Indonesian mixed with English. The speech is shown in the conscious use of the words save, file, print, share, and scan by the speaker (administration). The word can be understood by students because students learn English in class so it is not difficult to understand.

Data 2

TU: Good afternoon. Sorry to interrupt, I want to ask Jeremiah, do you want to continue at Zion High School?

Parents: Good afternoon, yes, I want to continue

TU : ow hiya, it just so happened that for a while I was handling the new admissions of Zion High School

Parents : Please register ma'am

(Context: TU confirms regarding Jeremiah whether to continue at Zion High School)

Based on data (2), it shows that the administration confirms to the parents regarding the continuation of the student's education (Jeremiah) to Zion High School. The administration hopes for certainty from parents so that they can be registered as new students at Zion High School for the 2022/2023 academic year.

In the interaction between administrators and parents, the speakers (administration) consciously use code-mixing which is marked with an English word. The findings are the

words sorry and handle. Speakers and speech partners are able to understand the use of code-mixing found even though they use a foreign language (English) because these words are already familiar to Indonesian people in conversation, both formal and informal situations.

Chit Chat

Data 3

Teacher: Gong xi fa xai, can I have some sugar?

TU: can (take)

Teacher: okay

(Context: The teacher asked for sugar because the sugar in the teacher's room had run out)

In data (3), the teacher came to the Administration room intending to ask for sugar because the supply of sugar in the teacher's room ran out. The teacher started the conversation with pleasantries by saying gong xi fat xai which means may your wealth be abundant in the new year in Mandarin. The speech was spoken because it was still in the atmosphere of the Chinese New Year.

The use of pleasantries on data (3) is carried out by the teacher so that the atmosphere is comfortable and familiar before conveying the actual goal. These languages are also spoken as a shield by the speaker (teacher) so that the sugar request can be granted.

Data 4

Parent : Good afternoon

TU: afternoon sir

Parents: The principal is there

TU: taking a break

Parents : I think you have a floor below

TU: hehehe

Parents: It's like this, Ma'am, I want to translate this report card into English, later if you want to validate it, do I need to bring the original?

TU 2: bring the same as the original

Ortu: okay, thank you

TU: yes

(Context: Parents who take the report card for translation and determine whether it is necessary to bring the original later when the translation report card is to be validated).

The interaction in data (3) shows the parents starting the conversation by asking the whereabouts of the principal then confirming the work room of one of the administrators who moved which was previously on the 1st floor to the 3rd floor. The main purpose of coming to school is to legalize the child's report card which has been translated into English.

The use of pleasantries in the speech of parents is done to familiarize themselves with the administration to make it easier to convey the main purpose. Small talk is able to protect the speaker's face from unfavorable judgments from the speech partner. In addition, starting the conversation with pleasantries can give the impression of being polite in interactions.

Conclusion

Based on the research findings and the discussion that has been presented, it can be concluded that the politeness pattern in information services at Zion High School is conveyed only through two patterns, namely code mixing and pleasantries.

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