
Language politeness in the context of Jambi Malay based on gender

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Abstract

This research aimed to analyze and describe politeness in the learning process between lecturers and students in the Jambi Malay context. This research uses a qualitative method with a case study approach. The data sources in this research were lecturers and students, who acted as respondents. The results of the research indicate that (1) politeness in the learning process of lecturers and students is characterized by (a) direct speech acts of declarative, interrogative, and imperative, (b) first-person singular pronoun "I" and second-person singular pronoun "you", (c) greetings, (d) bilingualism (Indonesian-Malay Jambi Bangko dialect), (e) avoiding code-switching, (f) not interrupting conversation or suddenly changing speech, (g) giving verbal or nonverbal responses (kinesics), (h) the maxim of quantity (i) considering social distance and social status of the interlocutor; and (j) using jokes. In this research, the researcher found (1) characteristics of politeness in Indonesian in the Malay-Jambi context, (2) limits of politeness in Indonesian in the Malay-Jambi context, and (3) the scale of politeness in Indonesian in the Malay-Jambi context.

Keywords

Gender, Jambi Malay, lecturers, politeness, students

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Introduction

Maintaining the continuity of the relationship between the speaker and the interlocutor is the most important thing in a conversation. According to Wijana (1996), the most important thing in a conversation is how a person behaves and how he should be treated by the person he is talking to. The language used in a conversation contains rules that regulate how a person should speak. This is intended so that the relationship in the conversation runs well, the interpersonal relationships of the users can be maintained, and they can understand the interpretations of the interlocutor's actions and statements without forgetting the conversation's intent or purpose.

Conversations in the learning process between lecturers and students occurred during the learning process and group discussions. Based on information received by researchers from 15 lecturers, it is known that eight of the 15 lecturers had unpleasant experiences when interacting with students, both directly and indirectly. First, students use the first-person pronoun, I, when communicating with lecturers. Second, use imperative sentence mode in conversation. Third, students do not use or forget to say greetings at the beginning of the conversation. Fourth, some students give nonverbal responses when asked by lecturers. For example, some answer questions by nodding or shaking their heads (kinesics), and some are even silent without trying to answer. Fifth, there are interruptions in conversation outside the context of the conversation carried out by students in the learning process.

Some lecturers assume that the five phenomena above are understandable because they have a good relationship with students. However, this is not the case for other lecturers. Some lecturers who think that students are impolite easily give grades below the standards set by the university. Lecturers have not attended student thesis exams because they received phone calls or texts from students using imperative sentences that were considered impolite.

When doing these actions, students do not realize that they can affect the lecturer's assessment of them. This behavior is usually motivated by the social distance between lecturers and students who are close outside of academics, so students ignore the boundaries when interacting with their lecturers. In addition, study programs and institutions do not provide students with information on interacting with the campus community. In introducing campus life for new students, the institution only emphasizes general matters, namely academic regulations, campus history and study programs, student work unit, scholarships, and others. There is no specific material on how to behave and speak well and politely to the academic community. Institutions and study programs assume that lecturers will provide an understanding of how to behave and speak politely through the courses they teach. However, the phenomenon in the field does not show any changes in students' language behavior.

Literature Review

Direct speech acts and indirect speech acts

In conversation, speakers often do not always say what they mean directly. Some speakers consider speech whose meaning is not conveyed directly to be polite because it protects the face of the other person. Based on the context of the situation, speech acts are

divided into two, namely direct speech acts and indirect speech acts. Based on the mode, sentences are divided into declarative, interrogative, and imperative sentences. Declarative sentences are used to inform about something (information), interrogative sentences to ask something, and imperative sentences to state orders, invitations, and requests (Wijana, 1996). Suppose declarative sentences are used conventionally to inform about something, interrogative sentences to ask, and imperative sentences to order, invite, request, etc. In that case, a direct speech act will be formed.

Gibbs Jr (1999) stated that direct speech acts are speech acts that show their function in a direct and literal state (action) (the speaker is by reality). For example, the following sentences. "Get my clothes!" The sentence is a direct command uttered by the speaker to the speaker to get something based on the speaker's intention, namely, to get clothes.

Next, to speak politely, commands can be expressed using declarative or interrogative sentences so that the person being ordered does not feel like they are being ordered. If this happens, an indirect speech act is formed. An indirect speech act is a speech act that is expressed using another form and is not literal. For example, the sentence "There is food in the cupboard" and the sentence "Where is the broom?" These sentences inform that there is food in the cupboard and are also intended to order the interlocutor to take the food there. Likewise, with the second sentence, the utterance does not merely function to ask where the broom is but also indirectly orders to take the broom.

As previously explained, acts are based on declarative, interrogative, and imperative sentence functions in analyzing direct and indirect speech. Each of these sentences has several pragmatic forms in conversational interactions. In this case, understanding pragmatic forms is the realization of declarative, interrogative, and imperative intent in Indonesian when connected to the context of the speech situation that underlies it (Rahardi, 2005).

Declarative and interrogative pragmatic forms often use or express the meaning of imperative pragmatic forms. Imperative pragmatic forms include commands, orders, requests, urges, persuasion, appeals, invitations, requests for permission, permits, prohibitions, hopes, curses, congratulations, suggestions, and ngelulu (Rahardi, 2005). Not all the 17 imperative pragmatic forms can be categorized into declarative and interrogative sentences. Declarative sentences only include imperative pragmatic forms of orders, invitations, requests, and prohibitions. At the same time, interrogatives include pragmatic forms of commands, invitations, requests, and prohibitions.

The role of the principle of cooperation in speech acts

The utterances spoken in communication between speakers and interlocutors will proceed well without causing misunderstandings if a principle of cooperation is established. The principle of cooperation, in this case, is the rules or procedures that regulate how someone should speak without causing problems. It is the same as if it were likened to regulations in using traffic. If road users do not obey the rules that have been enforced, an accident will occur.

Grice (1991) offers one rule or principle expected to be followed by speakers and interlocutors in conversation. This rule is known as the cooperative principle. The cooperative

principle consists of four maxims: quantity, quality, relationship, and manner. The cooperative principle of this conversation is divided into four categories (Grice, 1991), namely,

Quantity maxim, the quantity category relates to the amount of information to be prepared in a conversation. In this category, there are two maxims, or rules. The rules are as follows: Make your contribution as informative as possible, as expected, and according to the purpose of the conversation. Please do not provide more information than expected, as it wastes time, confuses the speaker, and can make the speaker misunderstand your meaning.

Quality maxim, the maxim of quality is a maxim that concerns a truth or statement. This category has a primary rule: try to make a genuine contribution.

Relation maxim, the maxim of relationship is a statement that cannot be true if it cannot provide a clear contribution or relationship in a conversation. The maxim of relationship requires each participant in the conversation to provide a contribution that is relevant to the problem being discussed.

Manner maxim, this maxim is related to the way or how, the utterance should be pronounced. The maxim of manner has specific rules, namely: (a) speak, (b) avoid using expressions that are difficult to understand or have unclear meanings, (c) avoid ambiguous words or sentences, (d) try to speak briefly—you should avoid unnecessary words, and (e) try to speak regularly. Sperber and Wilson (1986) stated that the principle of relevance is needed, at least in a conversation. The principle of relevance generally applies to cognition and verbal communication as components of cognition. Communication will run smoothly if the interlocutor understands the meaning conveyed by the speaker. The principle of relevance is a significant part of the principle of conversational cooperation. A conversation goes well depending on the purpose of the conversation, the same knowledge between the speaker and the interlocutor, presuppositions, and others that are part of the principle of relevance. The principle of relevance put forward by Sperber and Wilson is a modification of Grice's research on conversational maxims by replacing the four maxims put forward by Grice with a single principle of relevance.

From the opinions put forward by Sperber and Wilson, all maxims put forward by Grice in a conversation can be replaced by one principle, namely the principle of single relevance. This is because a speaker in a conversation will try to express something as relevant as possible in various situations and conditions. A speaker in communication or conversation will speak as well as possible and speak as relevantly as possible to the discussed problem.

Language politeness in conversation

Politeness in language is one of the studies of pragmatics. The theory of politeness in language has been put forward by language experts, including Brown and Levinson (1987), who stated that everyone has a concept of face. In this concept, every speaker or interlocutor should ideally always maintain and work together to respect and maintain each other's face when interacting, especially in conversation. The concept of the face can be interpreted as a person's image in the eyes of society.

The concept of face proposed by Brown and Levinson (1987) applies universally. This means that even though the speech is threatening, damaging, or reducing respect for someone's face, it will have a different meaning based on the culture in which it is spoken.

Each region has its operational definition of politeness in language, namely when the speech is considered polite or vice versa. Often, speech that is considered impolite by people in a particular region is considered polite by people in other regions. For example, the greeting "you" used by the Jambi community is considered polite when used with peers with a relatively close social distance (familiarity). On the contrary, it is considered impolite in the West Sumatra community.

Yusri (2016) explained that a speech is at risk of causing others to lose face or be embarrassed. According to Leech (1983), this is due to a person's inability to choose the form of speech. Not only in the form of speech but also the ability to understand the situation and conditions of the speech event is also a determining factor. Therefore, speaking politely is one of the efforts to keep others from losing face.

Similarly, speech acts have rules or principles that regulate so that failure does not occur in speech, which is known as the principle of cooperation. Some rules or principles function as markers of politeness of language, which are known as the principle of politeness of language. Leech (1983) divided the principle of politeness into six maxims, including the following: (1) Maxim of tact. This maxim is oriented towards how speech participants can minimize harm to others or maximize benefits for others. (2) Maxim of acceptance. This maxim is oriented towards maximizing harm to oneself and minimizing benefits for oneself. (3) Maxim of generosity. Unlike the two previous maxims, the maxim of generosity is oriented towards how speech participants can maximize respect for others and not minimize disrespect for others. (4) Maxim of humility. This maxim is oriented towards how speech participants can maximize disrespect for themselves and minimize respect for others. (5) Maxim of agreement. This maxim is oriented towards how the participants in the speech, both the speaker and the hearer, can maximize their compatibility and minimize the incompatibility between them. (6) Sympathy maxim. Oriented towards how the participants in the speech can maximize the feeling of sympathy and minimize the feeling of antipathy towards their interlocutor.

Context in conversation

Context includes background, events, and conditions. Rigotti and Rocci (2006) stated that the context of communication includes who is communicating, with whom, why, in what situation, through what medium, how the communication develops, and how the relationship between each party is. Furthermore, context is the situation or background of a communication. Context can be considered as the cause and reason for a conversation, dialogue, or utterance. Everything related to speech, whether related to meaning, intent, or information, depends on the context that underlies the speech event. A speech event (language event) is an activity in which participants interact with language in conventional ways to achieve a result (Yule, 1996). According to Wijana (1996), context is also known as aspects of speech. Based on the various intentions that the utterance of a speech may communicate, Leech (1983) put forward several aspects that must always be considered in the context of pragmatic studies: (1) speaker and interlocutor, (2) context of speech, (3) purpose of speech, (4) setting, and (5) type of speech/discourse.

Contextually (extra structurally), the cohesion and integrity of a discourse (either spoken or written) are not only determined by the elements of the discourse but also by the context of the situation and the cultural context. The context of the situation is the immediate environment in which the discourse functions. Estimates of meaning will be missed if the speaker and the speaker ignore the source of the context of the situation. At the same time, the cultural context gives meaning and value in interpreting speech. Thus, the context of the situation and the cultural context are a whole and together interpret speech. Describe the context of the situation. Including the cultural background and estimates to be made if the speech is interpreted will be helpful.

Methodology

This research used qualitative with a case study approach. Qualitative research aims to reveal or describe data that emerges from the research subjects studied and to explore and understand the meaning caused by social problems, several individuals, or a group of people. A case study is a qualitative research strategy in which researchers carefully investigate a program, event, activity, process, or group of individuals (Cresswell, 2011). Through this case study strategy, researchers try to re-explore and describe the social symptoms in a different context, namely the conversational speech that takes place in the learning process between lecturers and students and between students.

Furthermore, the respondents in this research were lecturers teaching the scientific writing course and students of the course in a private college in Bangko, Jambi, Indonesia. Students who contracted the scientific writing course consisted of classes A and class B, totaling 14 people, with details of 3 (three) male students and 11 female students. In class A, 4 (four) students from the fifth semester contracted the course earlier. In comparison, students in class B consisted of 21 people, with details of 10 male and 11 female students. In data collection, lecturers and students in class B were selected as respondents in the research.

The sampling procedure used in this research was purposive sampling. According to Alwasilah (2012), purposive sampling, or criterion-based selection, is a strategy used to select samples in qualitative research, including people, settings, and certain events (unique, special, individual, strange, or odd) to provide important information that cannot be obtained through other strategies.

Before determining the class to be sampled, the researcher determines the characteristics of the class desired as a sample. These characteristics are formulated based on the objectives of purposive sample selection put forward by Alwasilah (2012). First, there is a distinctiveness (uniqueness) or representativeness of the background, individual, or activity. Second, looking for comparisons to illuminate the reasons for differences between backgrounds, events, or individuals. Third, to examine cases that are critical of (refute) existing theories, namely those that are the basis at the beginning of the research or those that develop in the research process. Fourth, for heterogeneity in the population. Based on Maxwell's opinion, the researcher formulated four class characteristics that respondents desired. First, respondents have varying social status and activities. Second, respondents have varying cultural backgrounds. Third, respondents are 20-24 years old. Fourth, respondents have a

balanced number of genders, between men and women. Class B was selected as the research respondent based on these four characteristics.

Each student has a different social status and activity unit in class B. Some play an active role in the study program student association, department student association, *rohis* [Islamic spirituality], scouts, and even organizations outside the campus, namely *PMII* [Indonesian Islamic student association]. Unlike Class A, students are not active in UKM [student work unit] activities on campus. Students in class A only focus on academic activities because the profession of most students is honorary workers in the Merangin district government. Furthermore, students in class B also have a variety of cultural backgrounds, including Malay, Javanese, Minang, and Batak cultures. Then, the number of male and female students is balanced compared to class A, which only has three male students.

The researcher carried out data collection through a recording device without the knowledge of the students who were respondents. There is an assumption that if students know that their speech is being recorded, the speech data from the conversation obtained will not be natural. Researchers may not get the expected data because students do not want to participate. Data collection using audio-visual methods was carried out by students with the hope that the data obtained will be more varied because students play a more active role in conversations when not accompanied by lecturers.

During the data collection process, record using field note sheets. The function of field notes is to record things that appear during the research, either in the form of behavior/actions or the appearance of participants that are not visually recorded by the recording device. These field notes will later help researchers analyzes participants' situations and conditions based on aspects outside of speech (nonverbal).

The data analysis used in this research is based on questions and research objectives from the focus and sub-focus, so data analysis is carried out after all data has been collected. Data analysis is carried out through data collection, data reduction, data presentation, and conclusions or verification. The purpose of data analysis in this research is to understand the meaning of the data analyzed through (1) a recursive, or repeated, continuous process. This means that after analyzing the classified conversational interaction data, the researcher re-analyzes the data using and developing additional procedures, in this case through field notes of research data collection, to connect situational politeness data with emerging speech in conversational interactions. (2) Based on data, each situation is understood, and categories and concepts that emerge have a functional relationship with participants, namely lecturers and students in the setting. Categories and concepts are developed inductively into their context, (3) comprehensively, and (4) interpretively.

Findings

Direct speech acts spoken by male and female respondents appear as declarative, interrogative, and imperative sentences. Each sentence has different meanings, and straightforward speech acts are spoken using declarative and interrogative sentences. There is one direct speech act that utilizes two sentence functions at once. Direct speech is a speech act that uses declarative, interrogative, and imperative sentences according to their

conventional functions (Ibraheem, 2016). The speaker or the hearer will directly understand what is being conveyed in the conversation if they use direct speech acts.

In the conversation, direct speech between male and female respondents (lecturers) uses declarative and interrogative sentences. Imperative sentences appear if the interlocutor has a relatively close social distance or level of familiarity, namely fellow students (female respondents). The following is an excerpt from a direct speech act conversation between a lecturer and a student (male). Speech situation (1), recording 2, November 29, 2019.

DP : *Tadi malam tidur jam berapa, MSL_B2?* (in Bahasa)
(What time did you go to bed last night?) (in English)

MSL_B2 : *Jam 03.00, bu* (in Bahasa) (03.00, Ma'am) (in English)

DP : *Jam 03.00, ngapain?* (in Bahasa) (What were you doing?) (in English)

MSL_B2 : *Maen game.* (in Bahasa) (Playing games) (in English)

Indexical information, the speech situation occurred on Wednesday, November 29, 2017, at 10:00 WIB, in room B1; the situation and condition were good. The learning process was attended by lecturers and students as respondents. At the meeting, the lecturer conveyed the topic of writing scientific articles to students by asking how far the students' writing had progressed. The lecturer also helped students struggling with their research proposals on that occasion.

The conversation above is identified using direct speech acts and interrogative and declarative sentences. As a speaker, DP uses interrogative sentences when starting a conversation in class, asking about the condition of students before starting the learning process. Students, as speakers, use declarative sentences to respond to questions from DP. The conversation excerpt occurs between DP as a speaker and MSL_B2 as a speaker (male student).

Based on Grice's cooperative principle, the conversation carried out by DP and MSL_B2 has fulfilled the maxim of quantity, the maxim of quality, the maxim of relevance (relationship), and the maxim of manner. DP as a speaker gets the information or answers needed from MSL_B2 as a speaker from the questions asked, namely:

Tadi malam tidur jam berapa, MSL_B2? (in Bahasa)
(What time did you go to bed last night, MSL_B2?) (in English)

MSL_B2, as a speaker, provides information or answers according to the purpose of the conversation, relevant to what is asked, and there is no excessive information. This can be seen in the word choice; MSL_B2 avoids using unnecessary words, speaks briefly but clearly, and is not ambiguous. Grice's principle of cooperation is fulfilled optimally because the speech by MSL_B2 as a speaker can convince DP as a speaker. The speech can be proven true because MSL_B2 has a hobby of playing games.

Based on the principle of cooperation, the conversation conducted by DP and MSL_B2 has met the requirements for effective communication. However, what about the principle of politeness in language? Based on Leech's principle of politeness in language, MSL_B2, as a speaker, is identified as ignoring the maxim of generosity and the maxim of humility.

The generosity maxim is part of Leech's principle of politeness in language, prioritizing respect for the interlocutor in a conversation. Likewise, the maxim of humility maximizes disrespect for oneself and maximizes respect for the interlocutor. The neglect of the maxim of generosity and the maxim of humility is marked in the following speech.

MSL_B2 : *Maen game.* (in Bahasa) (Playing games). (in English)

The learning process is a formal academic discourse. Ideally, the speech used in the conversation between lecturers and students does not have a negative impact. Use good and correct language and be polite, primarily if the person being spoken to is a lecturer. MSL_B2 should first consider the words to be spoken but still not obscure the meaning. If the meaning of the speech to be spoken by MSL_B2 can have a disappointing effect on DP, then MSL_B2 can consider the following answers.

MSL_B2 : *Maaf Bu, saya yang salah. Tadi malam maen game nya lupa waktu.* (in Bahasa) (Sorry, ma'am, it was my fault. I was playing games last night and forgot the time). (in English)

The above speech sounds more polite than the actual speech when spoken. MSL_B2 has a different social status from DP; MSL_DP is a student and the person in charge of the class whom DP trusts as a lecturer and the Head of HMJ PBS. He should be able to provide an example of how to communicate well with lecturers to his friends.

However, DP, as the speaker in the conversation, responded positively, not thinking about the social distance and social status of MSL_B2 as the interlocutor. DP responded casually to the speech spoken by MSL_B2 by laughing. This is because DP has a good social relationship with MSL_B2.

The following excerpt from the second conversation can be categorized as an indirect speech act. Speech situation (7), recording (2), November 29, 2017,

MSL_B1 : *Punya saya tu nggak sama dengan Nela, bu.* (in Bahasa) (Mine differs from Nela's, ma'am). (in English)

Another female student: *Saya juga enggak, bu.* (in Bahasa) (Mine is not the same, Ma'am). (in English)

MSL_B1 : *Topiknya aja yang sama, bu.* (in Bahasa) (The topics are the same, Ma'am). (in English)

DP : *Topiknya yang sama, tapi ada beberapa bahasanya yang sama, ya? Saya periksa satu-satu itu. Ya ... saya periksa satu-satu. Kelas A juga, bahkan ada yang di kelas ini*

mirip dengan kelas A. Saya enggak tahu itu, Anda punya kontak batin apa ya dengan kelas A (tertawa). Saya ajak aja bergabung belajar nggak mau, tapi kok tugas bisa sama gitu kan? Key (in Bahasa)

(The topics are the same, but some languages are the same, right? I checked them one by one. Yes ... I checked them one by one. Class A, too; even some in this class are like class A. I don't know about that; what kind of spiritual contact do you have with Class A (laughs)? I asked them to join me in studying, but they didn't want to. Why are the assignments the same? Key....). (in English)

Indexical information, the conversation in the excerpt above occurred on Wednesday, November 29, 2017, at 10:00 WIB, in class B, room B1, STKIP YPM Bangko. The speaker is a lecturer (DP), and speakers MSL_B1, MSL_B2, MSL_B6, and MSP_B1 are male respondents. The conversation was about writing the results of the mid-semester exam that had been distributed back to students and providing information that the lecturer could not attend the lecture for the next meeting because he was out of town.

If direct speech acts utilize declarative, interrogative, and imperative sentences according to their conventional functions, then indirect speech acts are the opposite. Indirect speech is an attempt to convey information, questions, or commands indirectly to the interlocutor to avoid the interlocutor losing face. Wijana (1996) argued that indirect speech acts are used if you want to use polite speech.

This can be seen in the conversation above between DP (female respondent) and MSL_B1 (male respondent). The conversation between the two began when MSL_B1 disagreed with DP, who said that her mid-semester exam assignment was the same as that of the students in class A. The speech spoken by MSL_B1 to DP indicated that DP stated that MSL_B1 copied the assignment of other students. DP immediately responded to MSL_B1's speech through the following speech.

“Saya enggak tahu itu, Anda punya kontak batin apa ya dengan kelas A (tertawa). Saya ajak aja bergabung belajar nggak mau, tapi kok tugas bisa sama gitu kan?” (in Bahasa)
(I don't know about that; what kind of spiritual contact do you have with Class A (laughs)? I asked them to join me in studying, but they didn't want to. Why are the assignments the same?). (in English)

The above utterance is categorized as an indirect interrogative and declarative speech act, namely a speech act that wants to convey information to the interlocutor based on a statement previously made as a question. From the utterance, DP is trying to choose the correct language to answer questions from MSL_B1 regarding his Final Semester Exam assignment, which was not assessed because it was considered the same as the assignment of students from class A. In contrast to MSL_B1's delivery method, DP, as a speaker, tries to convey his speech so as not to offend MSL_B1 as a speaker. DP does not use word choices that directly refer to words with negative meanings, such as "mentor," "enceinte," or "copy-paste," and does not even

corner the speaker by directly accusing him of being the perpetrator. DP chooses to provide an indirect explanation as an interrogative sentence.

This is done so the interlocutor does not risk losing face in front of other participants. MSL_B1, as a speaker, is known as a student who has good academic abilities, is active in organizations, is diligent, and is friendly. Suppose the speaker directly states that the speaker is the perpetrator who cheats, copies, and pastes assignments from other students or the internet. In that case, the speaker will face the risk that his image will change badly in other students' eyes.

The conversation phenomenon fulfills Grice's cooperative principle and Leech's politeness principle in conversation. The speaker fulfills the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner, which are unity in the principle of conversational cooperation. First, DP as a speaker provides information as expected by the speaker, not exaggerated, and based on evidence and facts. The information conveyed by the speaker is relevant to the question or statement uttered by the speaker. Second, how the speaker conveys information to the speaker who is delivered directly is obvious, understandable, and unambiguous.

The principle of cooperation in conversation is incomplete if the principle of politeness does not follow it. If the interlocutor can carry the principle of cooperation well, then the interlocutor can easily apply the principle of politeness in his speech. In the excerpt of the conversation between DP and MSL_B1, it can be identified that DP tries to provide an answer that does not pose a risk of harming his interlocutor. As a speaker, DP tries to maintain the face of MSL_B1 as a speaker in front of other participants in the speech. DP's indirect interrogative speech act aims to minimize losses and disrespect for the interlocutor. This is achieved by understanding the maxims of tact, acceptance, and generosity, which are part of Leech's (1983) politeness principle.

Discussion

In the learning process between male and female PSPBSI STKIP YPM Bangko students, indirect speech acts were not found in the conversation. Male and female students use direct speech acts if the interlocutor is of a different gender. Meanwhile, indirect speech acts are used if the interlocutor has the same social status and gender. The use of indirect speech acts in classroom conversations tends to be used by lecturers (DP). First, in practice, lecturers use indirect speech acts to refine language when communicating with students, both in declarative, interrogative, and imperative forms. Lecturers use second, indirect speech acts, which aim to provide criticism, advice, sarcasm, appeals, requests, and even orders so that students, interlocutors, do not lose face in front of other participants.

The use of indirect speech acts between male and female students was not found in class conversations for the following reasons. First, using direct speech acts has become a habit for students in everyday formal and informal communication. Second, direct speech acts make it easier for them to convey the speech's intent than indirect speech acts. Third, indirect speech acts are only used by students if their conversation partners have the same social distance (gender). The same social distance is a consideration for students to avoid incompatibility/disagreement in conversation. However, this reason does not match what

happens in the field. Fourth, male students do not use indirect speech acts to female students to avoid misunderstandings. The character of women who use affective language is a factor in male students avoiding indirect speech acts. Speakers and interlocutors (male and female) ignore Grice's (1991) principle of cooperation and Leech's (1983) principle of politeness in conversation. The neglect is caused by the characteristics of the participants in the conversation (male and female). These characteristics arise based on the ignored principles of cooperation and politeness, as shown in the following:

- First, based on the speech spoken by lecturers and students of PSPBSI STKIP YPM Bangko, the researcher concludes that there are ten characteristics of language politeness. First, speakers and interlocutors use direct speech in conversation. In conversation, speakers and interlocutors use direct speech or direct speech acts. Direct speech makes it easier for speakers and interlocutors to convey the intended meaning or purpose of the speech than indirect speech.
- Second, using code-mixing in conversation. The use of two languages in conversation is done so that the atmosphere in the classroom is more comfortable, familiar, and not monotonous so that speakers and interlocutors are more active in conversation.
- Third, using jokes to reduce the embarrassment of the interlocutor. If the speech spoken to the interlocutor is intended to advise, satirize, or reprimand, the speech is accompanied by jokes. Speech intended to reprimand or provide satire accompanied by jokes is characterized by using situational aspects (extralinguistics), which include proxemics, kinesics, and paralinguistics (Riswandi, 2013).
- Fourth, the interlocutor's needs should be prioritized if they have different social distances (maxim of quantity). If the interlocutor has an age gap below the speaker, then as close as possible, the speech spoken by the speaker does not harm the interlocutor. The speech used by the speaker is as close as possible to what the speaker wants.
- Fifth, the turn allocation pattern should not be implemented according to its function. According to Sack et al. (1974), turn allocation is distributed in the following manner: (a) the speaker selects the next speaker (current speaker selects the next speaker), (b) selects himself as the next speaker (self-selection), and (c) the speaker continues his turn (the current continuous). In classroom conversations, conversation interruptions often occur. Namely, the speaker selects himself as the next speaker (self-selection) without waiting for his turn to speak.
- Sixth, respecting for oneself and others is balanced if the speaker and the hearer are peers. If the speaker and the hearer have a relatively close social distance (level of familiarity), then direct speech in conversation is accompanied by jokes.
- Seventh, exaggerating attention, approval, and sympathy to the interlocutor. In conversation, the speaker does this to attract the interlocutor's attention so that the interlocutor feels cared for. The speaker also does this, so the interlocutor indirectly feels happy, safe, and comfortable when conversing.
- Eighth, cultural differences do not affect speech. The participants in the conversation have different cultural backgrounds, namely Malay, Javanese, and Batak. These differences do not affect the speech used in the conversation because the participants

use direct or indirect speech acts. Using the first-person pronouns "I" and "you" is not awkward in conversation.

In Indonesia, society's culture is generally divided into two forms, namely egalitarian society and patriarchal society. Malay society prioritizes social equality, in which everyone in a particular society or group has the same status (egalitarian culture). At the same time, Javanese society is the opposite. Male and female respondents (students) come from different cultural backgrounds: Malay, Batak, Minang, and Javanese. In class conversations, respondents with a Javanese cultural background have the same tendencies as respondents with a Malay cultural background. When settling in an area with a different culture, a person's habits tend to change from their original culture; for example, they follow the customs where they have lived for a long time. Women have the same characteristics in terms of speaking style and language choices as men. There is no difference; there is only equality.

- Ninth, differences in social status do not affect speech. Each participant in the conversation has a different social status and activities. However, these differences in social status do not affect the form of speech used in the conversation. Participants in the conversation prioritize the information or intent they want to convey through speech compared to the effect of the speech on the face of the person they are talking to.
- Tenth, gender differences affect speech in both verbal and nonverbal aspects. Speech participants use the same form of speech, namely direct speech or direct speech acts in conversation. The aspect that distinguishes direct speech between men and women is how the speech is delivered, which includes situational aspects (proxemics, kinesics, and paralinguistics).
- Eleventh, the choice of words or sentences with affective/emotive meaning is only done by both male and female speakers with different purposes. For example, seeking attention/sympathy, praising, teasing, sarcasm, and reprimanding.

Based on the ten characteristics of politeness, the limitations or indicators of politeness in conversation can be stated. The following are the limitations of politeness indicators in direct speech acts in conversations between lecturers and students (male and female).

- Using direct speech acts as declarative, interrogative, and imperative sentences.
- Using the first-person singular pronoun "I" and the second-person singular pronoun "you" if the interlocutor has a very close peer relationship (is the same age).
- Using greetings as a marker of the interlocutor's identity in the conversation. For example, "Ibu", "Bapak", "Kakak", "Ayuk", "Abang", and "Adek" are greetings.
- Using two languages easily understood by the interlocutor, for example, Indonesian and the regional language used by the public (Malay dialect). The use of these two languages is called code-mixing. Interlocutors tend to use two languages so that the conversation takes place comfortably.
- Avoiding switching to a language the interlocutor does not understand (code-switching).
- Avoiding interrupting the conversation or change speech suddenly if it is not your turn to speak (the pattern of speaking turns chooses you as the next speaker (self-selection)).
- Giving verbal or nonverbal responses (kinesics) in the conversation to the other person.

- Providing information according to the other person's needs; do not leave the conversation suddenly.
- Considering the social distance and status of the other person.
- Using jokes.

Furthermore, the limitations of politeness indicators of indirect speech acts in conversations between lecturers and students (male and female) include the following: (a) using indirect speech acts in the form of declarative and interrogative sentences and (b) the first-person singular pronoun "I" and the second-person singular pronoun "you," if the interlocutor has a very close and peer relationship (is the same age), (c) greetings as a marker of the identity of the interlocutor in the conversation if the participants have different social distances, (d) using two languages that are easily understood by the interlocutor, (e) not using another language that is not understood by the interlocutor and is spoken suddenly (code-switching), (f) providing verbal or nonverbal responses (kinesics) in conversation to the interlocutor, (g) choosing to turn-taking patterns as the next speaker (self-selection), (h) providing information according to the interlocutor's needs, not leaving the conversation suddenly, (i) considering the interlocutor's social distance and social status, and (j) using speech that contains affective/emotive meaning.

According to [Chojimah \(2015\)](#), the theory of politeness called the Principle of Mutual Consideration (PMC) is unsuitable for Indonesian students with different cultural, religious, and social backgrounds. The Principle of Mutual Consideration (PMC) is built on four fundamental values: (a) the power of flattery and the power of injury (harm and favor potentials), (b) the principle of sharing feelings (shared feeling principle), (c) the principle of first impressions (prima facie principle), and (d) the principle of continuity (continuity principle). PS^{TR} is formulated not in tautological logic but based on the law of causality. This means that the speech's politeness or impoliteness begins with considering the speaker when choosing the language. If the language spoken from the beginning is spoken with an impolite intention, then the response received will also be impolite. Likewise, if the language to be spoken is with a polite intention, then the response from the interlocutor will be the same.

The research on politeness in the learning process of lecturers and students of STKIP YPM Bangko, it was found that environmental factors influenced the participants' language and speaking style. The habit of communicating outside the campus affects the participants (both male and female) when having conversations in the learning process. Factors influencing these habits usually start from the family and social environments (friends). The habits of conversation that underlie the participants in the conversation ignore the principles of cooperation, politeness, and the use of good and correct Indonesian. Thus, the degree of politeness proposed by Leech cannot be used to measure the degree of politeness of direct and indirect speech acts in conversations between lecturers and students.

Therefore, the researcher formulated a politeness scale that can be used to measure the degree of politeness in the Indonesian language in the Jambi Malay context. First, the directness scale. This scale refers to the direct or indirect rating of a "speech." If the speech is indirect, the speech is considered impolite. Conversely, if the intention of the speech is conveyed directly, the speech is considered polite. Second, the politeness marker scale (a sign of politeness). This scale refers to politeness marker expressions as determinants of the linguistic politeness of imperative, declarative, and interrogative speech in TTM (please, thank

you, and sorry). The speaker's direct speech is considered polite if he uses expressions that mark politeness in each utterance, whereas the speech is considered impolite if he does not use politeness markers.

Third, bilingual (Indonesian, Malay, and Jambi). This scale refers to the language speakers use in conversation. If speakers use two languages, namely Indonesian and the regional Jambi Malay dialect, in conversation, it is considered polite. On the other hand, if the speakers use Indonesian and a regional language with two dialects simultaneously, it is considered impolite. It is feared that the interlocutor will not understand the use of two regional dialects, so the aim or purpose of the conversation will not be realized. Fourth, social status. This scale refers to the relationship between the social status of the rank or position of a person involved in a conversation. The further the distance of the social rank between the speaker and the interlocutor, the more polite the speech used will tend to be. Conversely, the closer the distance of the social status rank between the two, the lower the politeness rating of the speech used in the speech will tend to be. Fifth, social distance refers to the level of social relationship between speakers involved in a speech. The closer the social distance between the two speakers, the less polite the speech will be. On the other hand, the greater the distance between the social relations between the speaker and the addressee, the more polite the speech used in that speech will be.

Conclusions and Recommendations/Implications

Based on the results of the research and discussion, it can be concluded: First, politeness in direct speech acts in the learning process of lecturers and students of PSPBSI STKIP YPM Bangko is characterized by (a) direct speech acts in the form of declarative, interrogative, and imperative sentences; (b) the first-person singular pronoun "I" and the second-person singular pronoun "you," if the interlocutor has a very close and intimate relationship (is the same age); and (c) greetings as a marker of the identity of the interlocutor in the conversation. (d) using two languages that are easily understood by the interlocutor, (e) avoiding switching to a language the interlocutor does not understand (code-switching), (f) avoiding interrupting the conversation or change speech suddenly if it is not their turn to speak (the turn-taking pattern chooses them as the next speaker (self-selection), (g) providing verbal or nonverbal responses (kinesics) in the conversation to the interlocutor, (h) providing information according to the needs of the interlocutor; do not leave the conversation suddenly, (i) considering the social distance and social status of the interlocutor, and (j) using jokes.

Furthermore, (2) politeness of indirect speech acts in the learning process of lecturers and students of STKIP YPM Bangko is characterized by (a) using indirect speech acts in the form of declarative and interrogative sentences, (b) the first-person singular pronoun "I" and the second-person singular pronoun "you" if the interlocutor has a very close and peer relationship (is the same age), and (c) greeting words as a marker of the identity of the interlocutor in a conversation if the participants in the conversation have different social distances, (d) using two languages that are easily understood by the interlocutor, (e) avoiding switching to a language the interlocutor does not understand (code-switching), (f) providing verbal or nonverbal responses (kinesics) in conversation to the interlocutor, (g) a turn-taking pattern that chooses oneself as the next speaker (self-selection), (h) providing information according to the needs of the interlocutor, not leaving the conversation suddenly, (i)

considering the social distance and social status of the interlocutor, and (j) using speech that contains affective/emotive meaning (feelings).

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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