

LANGUAGE POLITENESS USED BY LECTURERS AT BORDER AREA OF INDONESIA

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Abstract

This article aimed to describe the language politeness carried out by lecturers at border area of Indonesia at Timor University, especially at English Education Department. This article deals with the forms of observance of the maxims of modesty and the reasons of speech which contains of observance and non-observance maxims of language politeness. Language politeness enables lecturers to communicate better. This article is a qualitative research by using descriptive method. There were three lecturers involved as the participants in this study. The study was conducted at English Education Department of Timor University. The data collected through observation, and note taking method techniques. Data were analyzed in the following steps: (1) transcribing the recorded data into written form, (2) classifying the form of language politeness according to Leech, (3) analyzing the form of language politeness, (4) analyzing the factors of compliance and violations of language politeness, and (5) conclude the analysis results. The result shows that lecturers used both observance and non-observance maxim. Non-observance maxims were applied to give warning and motivation for the students. The lecturers' compliance with the maxim of politeness helped the students to be more enthusiastic on learning. Based on the result, it could be concluded that it was necessary to used language politeness to make the communication could run well and effectively.

Keywords: *language politeness, maxim, border area*

Abstrak

Penelitian ini bertujuan untuk memberikan deskripsi tentang penggunaan kesantunan berbahasa yang dilakukan oleh dosen pengajar bahasa Inggris yang berada di kawasan perbatasan Inndonesia yaitu di Universtas Timor khususnya Jurusan Pendidikan bahasa Inggris. Penelitian ini merupakan penelitian tentang bentuk kepatuhan maksim kesantunan berbahasa, dan alasan ujaran menggunakan maksim kepatuhan dan pelanggaran kesantunan berbahasa. Kesantunan berbahasa memungkinkan dosen berkomunikasi lebih baik dengan mahasiswa. Artikel penelitian ini merupakan penelitian kualitatif dengan menggunakan metode deskriptif. Penelitian ini melibatkan tiga orang dosen Program Studi Pendidikan bahasa Inggris Universitas Timor. Data dikumpulkan melalui observasi, dan teknik metode catat. Data yang dianalisis dengan menggunakan langkah-langkah sebagai berikut: (1) mendeskripsikan data rekaman ke dalam bentuk tulisan, (2) mengklasifikasikan bentuk kesantunan berbahasa menurut teori Leech, ((3) menganalisis bentuk kesantunan berbahasa, (4) menganalisis faktor penyebab terjadinya kepatuhan dan pelanggaran dalam kesantunan berbahasa, (5) membuat kesimpulan hasil analisis penelitian. Hasil penelitian menunjukkan bahwa dosen pendidikan bahasa Inggris Universitas Timor menggunakan kedua bentuk maksim yaitu maksim kepatuhan dan maksim pelanggaran. Maksim pelanggaran digunakan sebagai peringatan dan meotivai bagi para mahasiswa. Dosen memberikan pujian dengan berupa maksim kepatuhan agar siswa lebih antusias dalam pembelajaran. Berdasarkan hasil penelitian dapat disimpulkan bahwa penggunaan kesantunan berbahasa sangat diperlukan agar komunikasi dapat berjalan dengan baik dan efektif.

Kata kunci: *kesantunan berbahasa, maksim, wilayah perbatasan*

Introduction

Pragmatics is used to study the meaning of words context by analyzing the meaning parts that can be explained by knowledge of the social and physical words (Ghasani, 2021). Pragmatics studies the ways of meaning transmission which do not only based on the linguistic knowledge between the speaker and listener but also on the utterance context. Pragmatics is a branch of linguistics focusing on utterances or language use in daily conversation. One of the pragmatic aspects having received attentions greatly in recent years is speech act (Cheng, 2017). Speech act is an utterance expressed by someone in a communication with others. When carrying out a communication, someone has to consider politeness strategy since it appears to be an important concept and a necessary aspect in communication among people including communications in a classroom (Adel et al., 2016).

Language has important roles for people as the tools to provide the thoughts and information in the daily communication. In order to have good communication among the speakers, it is necessary to apply politeness language to avoid the ambiguity sense among the speakers. Politeness is considered as indication of people's consciousness of faces. Politeness as consecutive to social adjacency and range (Leech, 2014).

As politeness is an aspect of pragmatics, this study was intended to make a contribution linguistics research field by choosing it as the subject of the research. Pragmatics is so crucial and important term in the study of the processes involved in the communication of speech. Pragmatics deals with the factors that influence the perception and production of speech. Relating to communication, the most important thing which must be considered is the language use by the speakers. Language has a social function

to make connection among human beings. Without using language, people seem to be impossible to interact with others in their daily communication. In order to sustain the communication well, speakers should be able to choose strategies to have polite conversation (Fitriah & Hidayat, 2018). Politeness is conventionally attached to certain linguistic forms and formulaic expressions, which may be very different in different languages and cultures (Brown, 2017). In addition, contextual factors also cause language politeness to be applied. Successful use of language politeness strategies creates effective communication to enable the learning process to take place properly.

Communication is defined as the process of transmitting ideas and information which is necessary to be understood among human beings (Taguchi, 2015). Every time, human beings have interaction with another by communicating. Without involving themselves in communication, people will not know the way how to eat, drink, and speak as human beings and treat the other people politely. All human activities will run well if there is good communication in order to wreath the good relationship among all the human beings. Language and communication are discussion which cannot be separated from assessment and research. The successful of communication depends on how human beings use the language. The communication purposes to tell the idea and concepts which utter by the speakers. In the process of uttering the ideas and concepts, the medium to utter is also needed such as language form and body language and use the other medium.

Generally, in conversation the participant who mixed up with the conversation will try to keep good social relationship by conveying and giving enough information toward the other speaker.

Thus, the utterance meaning in communication can be transmitted clearly and does not contaminate the presupposition.

Indirect communication such as using a letter, SMS (short message service), and the other writing medium need clarity in uttering the meaning, that medium can cause different presupposition between the speakers. It is also possible happened to do indirect communication through telephone. The use of language in communication can reflect a person's personality (Kustyarini, 2021). A person's character, character, or personality can be identified from the selection of the language spoken. The use of language that is gentle, polite, polite, systematic, orderly, clear and straightforward reflects virtuous speakers. On the other hand, through the use of language that is rude, disrespectful and disrespectful shows an unwholesome person. Therefore, proper use and according to the rules makes language an effective tool in the process of conveying desires and feelings.

Each person's communication requires strategies in speaking, starting from the form of attention to the interlocutor, language to the realm of using speech. The strategy of using language speech is a way of speaking to produce speech that can save the face of the interlocutor so that there is no misunderstanding in communication, such as by using expressions of politeness. This strategy is carried out by speakers and interlocutors so that the communication process can run well, in accordance with the purpose of communicating. In a sense, the message is conveyed without causing conflicting presuppositions so that it can damage social relations between the two parties. Thus, after the communication process is complete, the speaker and the

interlocutor achieve a deep impression, for example, a polite impression.

Language politeness is directly related to the norms adopted by the community. If society applies norms and values strictly, then polite language becomes part of society's habits. With regard to education, people who uphold the value of politeness will speak politely as an important part of the educational process, especially school education. Politeness in language in the community and school environment is very important, because speaking in polite communication can maintain one's self-value as a social being who cannot live alone without the help of others. So that we can live together in society and be accepted by the community, we must also be able to adapt to the environment in accordance with social norms and values and mutual respect that is held by the community, including the value of politeness in speaking.

Politeness uses in the classroom, especially by English students in English language teaching are still important issues to be explored. Still very few studies are focused on the English students' strategies in expressing politeness, especially in universities. The context of studying politeness proposed in this study brings new phenomena of politeness research. The context of communication, classroom presentations among English university students, becomes a potential area to observe politeness strategies and therefore, brings significant findings in the politeness research, especially politeness studies in English study program interaction. Therefore, the writer wanted to analyze language politeness use by the lecturers at border area which reflected the social value of the community in Universitas

Timor is a campus which is located at the border area.

Language politeness discusses the relationship between language used by the speaker and something outside of language which also known as part of pragmatic studies. Politeness research basically studies about the use of language (language use) in a particular language society. The university serves as the official learning implementer (Astia, 2020), (Suprianto et al., 2020), (Arnott et al., 2016).

Many elements are involved in supporting its goals. In learning in university, language is a very important communication tool. The use of language for socializing is inseparable from the determinants of communication acts as well as the principles of politeness which are realized in the act of communication.

Every statement whether it is intentional or unintentional always has a purpose. The forms of speech uttered by the speakers are motivated by certain goals and objectives. In this connection, various forms of speech can be used to express the same meaning. Or vice versa, various kinds of meanings can be uttered in the same speech. This goal always guides the speaker to direct the narrative towards achieving the goal. The purpose in this action supports a function (Humaira et al., 2022).

Polite language can be shown not only in the form of actions, but also in the form of speech. Opening a door for someone is far better and more polite than slamming a door in front of someone (MacLachlan, 2021). When we are with our friends, for example, we can say to them, "Go get me that plate!", or "Shut-up!" But, when we are surrounded by a formal situation, in which our parents are attending, we have to say, "Could you please pass me that plate, if you don't mind?" and "I'm sorry,

I don't mean to interrupt, but I am not able to hear the speaker in the front of the room." In different social situations, we are obligated to adjust our use of words to fit the occasion. It seems socially unacceptable if the phrases above were reversed (Siburian, 2016).

A lecturer has an important role in enforcing obedience in polite oral communication and should have a personality that is reflected through good language, communication using unified language is one of the absolute requirements of an educator. The language used by the lecturer unconsciously is an example for the students. The politeness of the lecturers' language is thought to be able to reduce uncomfortable situations when there are significant problems for students. Polite language is thought to be able to reduce the anger and disappointment of lecturers towards students, and can keep the situation under control.

Language politeness is the attitude or way a person respects others in communicating. Language politeness that is applied by humans in communicating is not only seen in terms of choosing or using language. In the context of language politeness, how speakers express their speech in communicating also affects the norms of politeness. Related to language politeness, it is important to discuss language politeness strategies. Language politeness strategies are ways used by speakers to express language politeness. This language politeness strategy is important to pay attention to in communication, namely to maintain relationships between fellow humans, especially teachers. A lecturer is a person who imparts knowledge to his students. The lectures were chosen as the subjects of this research for the following reasons. First, the lectures' speeches are important to study. This is because the lecturers are educators who do not only

provide knowledge to his students, but also provide examples of polite speeches for students, especially Indonesian language lecturers. Second, in the teaching and learning process there are many lecturer speech acts that meet Leech's politeness principles. The novelty of this research was the writer analyzed the language used when teaching and learning process which composed into several steps such as presented the interaction in the form of spoken and written texts, transcribed the utterances into written text, and then interpreting the utterances based on pragmatics analysis.

By referencing the explanation above, the writer conducted the pragmatics analysis of language politeness used by the lecturers of Timor University at border area of Indonesia. The writer tried to make investigation of the using of politeness language applied by the lecturers while teaching the students in the teaching and learning process.

Method

The writer focused on analyzing the language used in the classroom which uttered by the lecturers. Type of research method used by the writer was descriptive method with a qualitative approach. Descriptive method, namely the method of exposure to findings based on existing facts or phenomena based on data collected from the field (Siyoto & Sodik, 2015). The writer applied a descriptive qualitative research method to explore the politeness phenomena in the classroom interaction. The data used in this research came from observations through free listening, recording and note taking.

The respondents in this study were the lecturers and the fourth semester students of English Study Program at Universitas Timor at the border of Indonesia. The source data in this research were obtained naturally, these were when lecturers and students had interaction during the

teaching and learning process in the classroom. The data in this research were the students' and lecturers' speech utterances which contained of maxims of language politeness raised by (Leech, 2014).

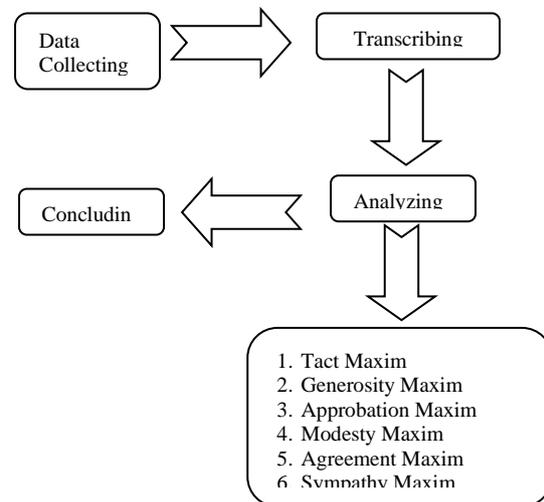


Figure 1. Research Methodology

The data collected through observation, and note taking method techniques. Data were analyzed in the following steps: (1) transcribing the recorded data into written form, (2) classifying the form of language politeness according to (Leech, 2014), (3) analyzing the form of language politeness, (4) analyzing the factors of compliance and violations of language politeness, and (5) conclude the analysis results.

In this research, the writer collected data by recording the speech uttered among the students and lecturers, transcribed the students' and lectures' utterances, identified and analyzed the utterances, made classification of the utterances, described the interpretation of the utterances and draw the conclusions. Data analysis was used by sorting the data according to the good and violated language politeness categories, providing an index analysis of each data, and

performing the formulation of the overall index analysis results.

Results and Discussion

This study found several forms of language dealt with the forms of observance of the maxims of modesty and the reasons of speech which contains of observance and non-observance maxims of language politeness. In this study, researchers used the politeness theory according to (Leech, 2014). Leech presented the principles / maxims of politeness which consisted of six categories, namely: (1) Tact Maxim, (2) Generosity Maxim, (3) Approbation Maxim, (4) Simplicity Maxim (Modesty Maxim), (5) Agreement Maxim, and (6) Sympath Maxim, from the six maxims determined can be described as follows:

1. Tact Maxim

The forms of tact maxims are as follows:

a. Obedience

Table 1. Obedience of Tact Maxim

Utterances
Data 1
Student : "Sorry Sir, I am late"
Lecturer: " Fine, why are you late? "
Student : "I wake up late this morning, Sir. I'm so sorry"
Lecturer: " Okay, please sit on your chair "

Index information: uttered by a lecturer of to student when he arrives late due to waking up late. Data number 1, according to the dimension of education language, the utterance "**Fine, why are you late?**" still within the limits of reasonableness in educating a student, based on the dimension of politeness according to Leech in conversations between lecturers and students, including courtesy because it obeys the maxims of wisdom where speakers maximize benefits on hearers because speakers (lecturers) who have higher status than hearers (students). The following speech also contains the maxims of wisdom, "**Okay, please sit on**

your chair" the attitude of the lecturer who invites sitting so that students immediately follow the learning process.

Selection of cultured words such as using the word *sorry* by students for being late to class is also included in the domain of wisdom maxims. Minimizing the cost is done by speakers so that hearers do not feel hurt because of the actions of speakers who are late in class. The reason the lecturer does not scold student who is late in order that the student does not feel fear, because waking up late does not only mean that the student is lazy, there may be other causes for the student to wake up late.

b. Offense

Table 2. Offense of Tact Maxim

Utterances
Data 2
Lecturer: " Martin you can continue your conversation, and then your assignment will be finished quickly and you can play outside immediately. "
Student: "But Miss, he started the conversation first"
Lecturer: " Be quiet, do it quickly "

Index information: uttered by the lecturer who was watching his student (Martin) having fun conversation when the lecturer asked to do an assignment. Data number 2 deviates from the maxim of wisdom because the speech uttered by the lecturer does not contain politeness and maximizes one's own benefit; the lecturer's speech tone has a rather excessive emotional tone, in the form of a rather harsh satire, direct reprimand. The speech is burdensome to the opponent, namely the students. The lecturer's speech in the form of " Martin you can continue your conversation, and then your assignment will finish quickly and you can immediately play outside " is a form of insinuation and derision from the lecturer to students who do not follow the

teacher's instructions, followed by the speech "Be quiet, do it quickly" form of abusers because the utterances were uttered in a slightly high tone. The utterance uttered by the lecturer was not just ridicule or satire but had another purpose, namely for students to immediately concentrate on doing assignments.

2. Generosity Maxim

The forms of generosity maxims are as follows:

a. Obedience

Table 3. Obedience of Generosity Maxim

Utterances
Data 3
Lecturer: "Okay students, do your assignment at home and submit it next week."
Student: "Miss, may I have the file of the learning materials for the assignment"
Lecturer: " Of course, I will share the materials in whatsapp group. "
Student: "Thank you Miss."

Index information: told by a teacher who is instructing students to do an assignment, and share the assignment in whatsapp group. In the example of data number 3, including compliance with the maxims of generosity, it is shown by the following speech: "Of course, I will share the materials in whatsapp group." The lecturer said softly and share the learning material in whatsapp group chatting. The attitude of the lecturer is to like to help her students to do their assignment. The conversation adheres to the maxim of generosity because the speaker maximizes the cost and minimizes the benefit to herself. The lecturer's utterances and actions also aim to prevent students who do not do assignments for various reasons; one of the reasons is lack of learning materials.

b. Offense

Table 4. Offense of Generosity Maxim

Utterances
Data 4
Lecturer: "Sign your attendance list for today here."
Student: "Sir, I forget to bring my ballpoint along with me."
Lecturer: " Why don't you forget to eat every day? Borrow the ballpoint with your friend. "

Index information: uttered by a lecturer who asked the student to borrow the ballpoint from his friend because the student forgot to bring the ballpoint along with him. Data example number 4 includes violations of the maxims of generosity: "Why don't you forget to eat every day? Borrow the ballpoint with your friend", this quote can be categorized as violating the wisdom maxim because the lecturer does not want to lend his ballpoint to his student. It is very likely that the student forgot to bring his pen along with him, besides that the speech also contains a direct satire meaning about the attitude of students who are not disciplined in signing the attendance list.

The purpose of the lecturer's speech is to provide experiential lessons for students to be more disciplined in preparing himself to present the lecturing such as signing the attendance list. So that one day students can be more disciplined towards everything and not become bad habits for students.

3. Approbation Maxim

The forms of approbation maxims are as follows:

a. Obedience

Table 5. Obedience of Approbation Maxim

Utterances
Data 5
Student: "Sir, I have done my assignment of writing based on the instructions"
Lecturer: " Wow, that's great, you have done your best in writing but find out the "

other references to improve your writing more. You can be a good writer."

Index information: uttered by a lecturer that looked at the results of student's writing assignment. Compliance with the maximal reward is manifested in data number 5, data number five contains the meaning of praise from a lecturer to students who draw the plane according to the description of their ideals. Speech from students who also received good responses from the lecturer with the words "Wow, that's great, you have done your best in writing but find out the other references to improve your writing more." Besides that, the lecturer also provides support and appreciation for the ideals of the student, and appreciates what the hearers do in this case the students, namely becoming a good writer. The utterance from the lecturer can also be in the form of motivation with the aim of the student to remain enthusiastic about achieving the goals expected of each student. In addition, it is also a form of motivation so that students can be more active in finding other references because the students can be skillful in writing.

b. Offense

Table 6. Offense of Approbation Maxim

Utterances
Data 6
Lecturer: "I've explained the answer before, why don't you fix it like other friends?"
Student: "My answer is almost same like theirs, Miss."
Lecturer: "Pay attention your answer to your friends' answer whether it is same or not."

Index information: spoken by a lecturer who is looking at student work that is not in accordance with the instructions for doing assignments. Violation of the maximal appreciation is also carried out in the lecturer's speech according to data six, in the data there is a quote "I've

explained the answer before, why don't you fix it like other friends?" This utterance can be categorized as less polite speech. The lecturer sees student work that has previously been given an example but the student work does not match the example given by the lecturer. The next utterance was "Pay attention your answer to your friends' answer whether it same or not?" a manifestation of the lecturer's anger, so that he expects the student to see other students, maybe the student actually doesn't really understand what the lecturer says in explaining the steps to do the assignment.

The utterance conveyed by the lecturer is not just an outlet for anger from the lecturer or satire but has another purpose, namely for the student to immediately concentrate on doing assignments according to the instructions from the lecturer.

4. Modesty Maxim

The forms of modesty maxims are as follows:

a. Obedience

Table 7. Obedience of Modesty Maxim

Utterances
Data 7.
Student : "Wow Miss Delti, you are so beautiful today"
Lecturer: "Oh no, you are even beautiful"
Student : "(smiling) we are both beautiful, Miss"

Index information: uttered by lecturer who was receiving praise in the morning while waiting for the arrival of the students. The data in number seven is a form of compliance with simplicity maxims. In this data, it can be seen that the lecturer feels that she is not so beautiful and is opposite to what his students say. Miss. Delti humbled herself and was not arrogant even though she received praise from her students. The lecturer reduces praise for herself by saying that you are beautiful, how come

the lecturer humbles herself and gives appreciation to students who are more beautiful. If we also examine what is conveyed by these students also contains compliance with the maxim of simplicity, students also do not show themselves up after receiving praise from the lecturer, such as the following quote: "(smiling) we are both beautiful, Miss." In essence, obedience to this maxim is how we can be humble and not show off our own strengths compared to our speech partners.

The purpose of the speech conveyed by the lecturer is a speech that means maintaining tidiness, because indirectly students will also take care of the way the students dress so the students are not careless and keep their clothes from getting dirty until the students come home from school.

b. Offense

Table 8. Offense of Modesty Maxim

Utterances
Data 8. Lecturer: "Hurry up. Do it as example I've explained before." Student : "Yes, Sir"

Index information: uttered by a lecturer who is giving an example doing an assignment. Based on data above, "Hurry up. Do it as example I've explained before." quotation from data number eight is a speech conveyed by the lecturer which could be categorized into the violation domain of the simplicity maxims, because the lecturer felt the most correct compared to the students' assignment. The lecturer showed off the competent possessed by the individual lecture by saying that the example done by the lecture was considered correct. The attitude shown by the lecturer was very exaggerated and in the speech it was seen that the lecturer was not humble and did not reduce praise for himself. The speech conveyed by the lecturer may not contain arrogance over the lecturer's

work, but can have reasons, namely at the previous meeting many students did assignments and work results that were not in accordance with the instructions from the lecturer.

5. Agreement Maxim

The forms of agreement maxims are as follows:

a. Compliance

Table 9. Compliance of Agreement Maxim

Utterances
Data 9. Student: "Mom, this classroom is very hot" Lecturer: "Yes, please turn on the fan"

Index information: told by a lecturer when the student in the classroom feels hot related to the weather. Compliance with the maxims of the Agreement can be marked by utterance in which there are elements of understanding, both in the same conditions and thoughts. Data above shows how the lecturer agrees that the weather is very hot and allows the students to turn on the fans, the statement is implied in the following quote "Yes, please turn on the fan". Lecturers who support the hot student statement are identical to obeying the maxims of Agreement; this action could be the lecturer who walked to turn on the fan or students who can turn on the fan after getting instructions from the lecturer. Speakers (lecturers) are able to foster compatibility with hearers (students).

The speech delivered by the lecturer has the aim that students in following the learning process feel more comfortable so that students in receiving learning material can be absorbed properly in accordance with the expectations that the lecturer wants to achieve.

b. Offense

Consider the following data:

Table 10. Offense of Agreement Maxim

Utterances
Data 10.

Student : "Sir, last it was the seasons always change"

Lecturer: **"Oh yeah, yesterday at Soe it was orange harvest time anyway"**

Index information: explained by a lecturer to students while sitting and relaxing in front of the classroom. The disagreement between lecturer and the student in the sample data number 10 is an example of the maxims of Agreement. The student told the teacher that it was rained last night and it is very hot now, the purpose of the student's speech was to discuss the weather that often changes but the lecturer responded with an answer that did not agree, in other words the lecturer change the answer toward the student's speech by discussing the fruits harvest time, which is the season for citrus fruits. Oh yeah, yesterday was the harvest time for oranges at Soe.

The utterance spoken by the lecturer was categorized as violent answer to the agreement because the answer was not what the student said. Even though the Soe area is famous for its citrus fruits, which bear fruit in an applied way and become the characteristic fruit of the Soe area. The purpose of the lecturers' utterances only occurs in the form of jokes, because the place of speech outside the class is in a casual or informal atmosphere.

6. Sympathy Maxim

The forms of sympathy maxim are as follows:

a. Obedience

Consider the following data:

Table 11. Obedience of Sympathy Maxim

Utterances
Data 11. Student: "Miss, I was chosen as the winner of Duta Bahasa NTT last week." Lecturer: "Wow, you must be very grateful."

Index information: told by a lecturer when listening to the story of a student who became the winner of Duta Bahasa NTT. Data in number 11 shows the sympathy attitude of a lecturer towards students who become the winner of Duta Bahasa NTT. The lecturer's speech "Wow, you must be very grateful?" is indicated as a form of obedience to the maxims of sympathy, because it responded to the story told by students about his experience. Becoming a winner of Duta Bahasa NTT is the pride of every student, not only a student but the parents of the student are also happy because their child becomes a winner of Duta Bahasa NTT.

The speech partner (lecturer) shows an attitude of sharing someone's happiness because other people feel happy about something the people have done, in this case the students. The sympathy of the speech partner (lecturer) to students who feel proud to be a winner is manifested in a very polite and respectful speech. The purpose of the lecturer's speech which contains sympathy for student is to be able to tell good personal experiences and as a form of winner mental because become a winner is not easy, the student must prepare himself well by training hard.

b. Offense

Consider the following data:

Table 12. Offense of Sympathy Maxim

Utterances
Data 12. Lecturer: "I have told you twice to sit properly but you don't do it. Your chair has broken." Student : "I'm so sorry, Sir"

Index information: told by a lecturer when he saw his student fall from a chair while he was standing on the chair. An attitude of antipathy towards someone or the interlocutor in various conditions can be categorized as a violation of the

Maxim of Sympathy, the violation of the Maxim of Sympathy can be proven by data number above with the quote "I've told you twice to it properly but you don't do it". the speech delivered by the lecturer when he saw his student fall from the chair, the lecturer did not give empathy to the student who was falling from the chair, the lecturer's speech indicated an impolite attitude towards the student, which should provide sympathy for the student, not in the form of antipathy.

The lecturer's speech that deviates from Maxim Sympathy for students who have fallen must have had a reason, the speech was spoken on the grounds that the student who had fallen was difficult to be told that walking/climbing on a chair could result in falling and getting sick.

Conclusion

From the results of research and discussion, it can be concluded that there are some politeness deviations in student speech addressed to lecturers. The politeness deviation is in the form of an impolite way of expressing intent. Language politeness is important because it can lead to good communication between lecturers and students so that the intent and purpose of the message conveyed will be achieved. It is better for lecturers as educators to provide positive input to students who use speech that is less polite, not even giving a strong reprimand. Lecturers have important roles in upholding compliance in polite oral communication and should have a personality that is reflected through good language, communication using polite language is one of the absolute requirements of an educator.

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