Politeness strategies in children communication at Indonesian religious kindergarten

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Abstract: Politeness is a sociolinguistic phenomenon related to speaking manner that exist around the world. This paper aims to analyze the politeness strategies in children communication which focuses on linguistic responses by children both male and female students in range age of 4 to 6 years old. It employs a descriptive qualitative study which is based on theory of politeness strategies by Brown and Levinson (1987). It was applied in analyzing the politeness strategies which children used in speaking at the classroom communication while they were doing assignment. The subject of the research is students of Indonesian Religious Kindergarten of TK AisyiyahMannuruki, Makassar. Voice recording and observation were chosen as the instruments for collecting the data which were then analyzed using sociolinguistic discourse analysis approach. The result of the study demonstrates that 1) Types of politeness strategies in children communication at Indonesian Religius Kindergarten are positive and negative politeness, particularly the use of address forms in-group identity markers, joke, seeking agreement, the first plural inclusive pronoun –ki and second person pronoun –ko, answering question by saying iyo, and confirming statement. 2) Factors influencing the use of those politeness strategies are the listeners' status, age and behavior as well as the topics of conversation. This paper is expected to be useful information for teachers in recognizing children's characteristics in learning process, particularly children linguistic politeness strategies.

Keywords: politeness strategies, children communication, kindergarten students.

Introduction

Communication is a message or information which is given to communicant from communicator. It is imperative, and being fundamental, also universal among human beings to interact with others. People are as human being who lives perfectly than the other creatures, use language as a tool to communicate each other where it is ability in learning and acquiring knowledge. Crystal in 1997 cited in Harley (2001), lists eight functions of language. The primary purpose of language is of course to communicate, also use it to express emotion (e.g. by swearing), for social interaction (e.g. by saying "bless you!" when someone sneezes), to make use of its sounds (e.g. in various children's games), to attempt to control the environment (e.g. magical spells), to record facts, to think with, and to express identity (e.g. chanting in demonstrations).

People start to acquire language by listening and hearing their family's utterance every day and to learn language from friends in school and also society in the environment where they are growing up since they were babies. According to Levelt (1989), Language production is devided into three main steps: conceptualization, formulation,

and articulation. Therefore in producing language, People should recognize and give a big attention on the way they speak because politeness has been as an important point in speaking. It contras in speak to children, teenager, and adult. Even difference background knowledge and the objective of their utterance will bring comparison way in speaking. The politeness strategies that is being chosen by people also depends on the situation where conversation took place whether formal or informal situation. Although, difference country has its own language which influence the kind of politeness strategies will be spoken by people.

The difference politeness strategies in every country are caused by its area. Even in the same country, if the area totally has opposite geographic place and the distance is far then the way of speaking will be contrast. People who live near by the sea speak louder than those who live in the mountain. The sound of wave in the sea makes them trying to speak loudly so the listener can hear their utterance well, while there is no any loud sound in the mountain which making people speak softly and also their voice will be reverberated just like using speaker. In addition, difference area has its own culture.

Spencer-Oatey (2008) said culture does not consist only of physical object, involves symbolic mental and physical (i.e. public) representation of the world, and only those representation which are relatively stable and which form systems shared by the members of a social group are culture. Therefore, she stated that culture distinguishes one social group from another. Based on that statement, culture is a distinction among the social groups where culture has its own distinctive characteristics that become the identity of a group. While according to Keikhaie and Mozaffari (2012), Politeness is a phenomenon which is common to all

cultures. Each culture has a different perception of what is polite and each language has various devices for expressing politeness. So it can be said that, politeness strategies which spoke by people also depends on what culture that they have and believe.

Some previous related study which conducted by researchers in different areas, fields, and countries are the proof of politeness have been being the main phenomena in the world. According to Maginnis (2011), he conducted a research about politeness in conversation. Zhang and Yan (2012) conducted a research about politeness related to Chinese kindergarden children. Bou-Franch and Garcés-Conejos (2003) conducted about teaching linguistic politeness.

However, the main aspect that has become the central focus of many studies is the politeness of male and female, not only behavior strategies but also linguistics strategies. Those strategies in politeness aspect are very important things to note. Especially, in make a relationship between humans and humans. Teenagers and adults can think better, so the politeness strategies which they use show about their characters and the real of they are. Compare to the children who still cannot know the differences between being polite and impolite. They just know to play and do fun activities. Anything in their minds will be spoken and done without consider whether it is polite or not. Therefore, this paper explains and analyzes the politeness strategies that children use in their conversations.

Communication and interaction in children's conversation have been conducted by some researchers in their studies, they are: Fusaro, et al (2011) about head nodding and head shaking Gestures, as the result is most

children were observed using head nods and head shakes, and with a greater frequency than observed at earlier time points. Young and Chan (2012) conducted about parent-child communication which focusing on social self-efficacy and willingness and the result is that children's online interactions are influenced by their communication competence and patterns offline. Hoyte, et al (2014) conducted a study about friendship language related to preschool children communication. Shire and Jones (2015) conducted a study about children with complex communication needs. Ulvik (2015) conducted a study about professional conversation with children. Kolodziejczyk and Bosacki (2016) have study about children who use direct and indirect persuasion.

The politeness strategies which being chosen by children in their classroom communication are essesially very important to analyze as linguistic study for students and teachers. We have known that between male and female, there is difference brain process which obviously influence the way how they are talking and speaking. However, the brain process of childrend are not as complex as adults' brain. They have their own way in communicate to others, whether male or female children. Therefor, analyzing the type of politeness strategies using by children and the factors which influencing the use of those politeness strategies are needed to know. Nevertheless, because there have been so many previous related studies which disscussed about politeness strategies, so this study also find out the difference politeness strategies using by male and female children in the classroom communication.

The background and main problems have been present in the previous paragraph, so this paper aims to find out the type of politeness strategies using by children in classroom communication and to know the factors which influencing the use of those politeness strategies by children. Then theoretically, this paper is expected to be useful information to teachers in knowing students' character in teaching and learning process because your language is your identity which indirectly describe your character. When politeness strategies could be demonstrated to envolve the communication of children, then it would guide the application of politeness strategies during teaching and learning process. Furthemore, the teachers would realize their students' speaking and communicating style. And also it can be as addition reference for those who want to conduct a reasearch related to this paper.

Literature review

There are many researchers who conducted study about politeness and its relation with the gender, whether male or female have difference strategies in express feeling and show emotion directly in speaking. One of the models of politeness is Brown and Levinson (1987) who have been find out the factors of men and women's polite behaviors. They underline three basic nations, they are: face, face threatening acts (FTAs), and politeness strategies.

The concept of face is "the public self-image that every member wants to claim for himself and that people cooperate in maintaining face in an interaction" Brown and Levinson (1978). According to Keikhaie and Mozaffari (2012), face is a concept that should be paid attention in interaction. Everyone in a society has potentially a face. Face is very sensitive if it took place in conversation, it can be lost but the speaker must maintain not only one face but also the other face from listener. According to Brown and Levinson (1987), model of politeness devided into four points, they are:

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1. Bald on record: this strategy is used when people know each other so there is no need to maintain face.
2. Off record: this strategy is more indirect. Speakers do not impose something on the listeners, so the face is not directly threatened.
3. Positive politeness: this strategy tries to minimize the threat to the audience's positive face. This can be done by attending to the audience's needs, feeling of belonging to the group, hedging or indirectness.
4. Negative politeness: this strategy tries to minimize threat to the interlocutor's negative face.

The other politeness theory by Lakoff (1975) stated that there are some rules to consider something is polite or rude. Those are can be known by looking the cultures and how a same act being polite or rude at the same time because comes from different cultures. Linguistics strategies describe from Brown and Levinson's theory in 1987. There are some strategies which conducted by them as cited by Hameed (2010), they are: Positive and negative politeness strategies:

Research method

This paper employed qualitative descriptive method. According to Berg (1989:2), a qualitative research is a type of research which tries to describe an object. It refers to meaning, concept, definition, language characteristics, metaphor, symbols, and the description of something. The participants of this paper are children of Aisyiyah Kindergarten (TK Aisyiyah Makassar), both male and female students. The data was recorded from their conversation in classroom interaction. The instruments of this paper are voice recording and direct observation which done by researcher. The

instruments are analyzed by using sociolinguistics discourse analysis approach. According to Hutchby and Woofitt (1999), the data which will be transcribed is recorded interaction.

The data analysis technique of this paper used Miles and Huberman's model (1984). This model includes three interactive steps, they are: 1) data reduction, 2) data display, and 3) drawing conclusion. The data analysis is done as early as in the beginning of the data collection. During the data collection, the researcher sits in the classroom following the conversation passively. As the conversations go on, the recordings are controlled as well as some notes about the conversation are taken on a small note. The purpose of this condition is to keep a natural setting for the conversations used by the speakers. Besides Miles and Huberman models, the researcher also applied some techniques of conversation analysis proposed by Tannen (2005:160) as following:
1. Selecting the clearly qualified recording
2. Repeatedly and causioulsy listening
3. Transcribing the conversation by coding the speaker and the listing the speeches
4. Segmenting linguistics phenomenon such as turn taking based on the topics of each conversation.
5. Identifying the turn taking
6. Interpreting the findings
7. Concluding the findings

Findings and discussions

Findings

Extract 1: joking to the classmate
The male student was joking with his friend in the classroom. He made a song by using his friend's name and adding 'botto' word which it means smelly in English. It was

making the classroom noisy, so that's why the younger teacher gave command to be silent.

SS : <X noisy X> Ketawa
MS3 : Sami botto.. Sami botto..
   Sami botto.. Sami botto..
T1 : Al..Husssst

According to Brown and Levinson's concept about politeness strategies in 1987, joke is one type of positive politeness strategies. It does not matter to make a joke to your friends in terms of you want to entertain and make them closer to you. Nevertheless, in a formal situation and in front of many people, making a joke to a friend by adding an unkind word behind his/her name is an impolite. A male student says *"...Sami botto..."* and *"Sami buccu"*. It cannot be justified in the friendship because of those words' meaning are smelly person. Making jokes in such contexts called mocking and it cannot be categorize as polite behavior, especially when your friend shows a sad or angry expression like Sami and Nisa did that day.

Extract 2: Joking with the lesson material
The younger teacher was asking the students while pointing out an animal's picture in the book. Then a male student directly answered the question by joking and made the class noisy. The younger teacher ignored it and kept asking the other students.

T1 : Burungapaini?
MS3 **: Burungnenektua**
SS : <XnoisyX>
T1 :
Ininamanyaburungmerakya!
   Ini
   sebentardiwarnaaa..?
SS : iii

Making a joke means that you do not like a boring class in the teaching and learning process. You want to make the situation is interesting and slightly relax for teacher and also students. However, this situation shows

different kind of joke. When a male students said *"burungnenektua"* in terms of answering the younger teacher's question, it means that he did not like a monotonous lesson but it looks like he did not show politeness attitude to the older person who trying to teach him. By analyzing conversation above, from viewpoint of Indonesian culture, saying it in formal situation and in front of your teacher while she was trying to help you in learning, it would be very impolite attitude.

Extract 3: Calling someone by using address forms
A male student did teacher's instruction and request while he was asking his friend's opinion about what color to use and how to color the picture. He directly spoke his friend's name instead of using address forms.

T1 : siapalagi<X words X>?
MS **: weeeAril:...semuawarna**
   kuning:?beginie?
FS2 : Biarkanmibiarkanmi.
MS : Ndakentara..<X words X>

The second conversation is about a male student was asking his teacher about the way to color the picture by using address forms in the way he calling the older person.

T1 : Jangan..warnai yang
   angkanya
   nah,
   ndakkelihatannanti..jangan
   warnaiangkanya..<X words
   X>.
MS **: Bu** **guru..bu** **guru,**
diwarnai
   angkanya?
T1 : Jangan, jangankiwarnai
   angkanya.
MS : <X words X>

Comparing the first and second conversation above, it can be seen that the use of address forms which is categorized as the use of in-group identity marker, one strategy by

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Brown and Levinson (1987) is being determined by who the listener is. The male student who said *"weee Aril…"* to his classmate while said *"buguru..bu guru, …"* when spoke to his teacher shows us that the relationship of a speaker and listener becomes one of the determinants of using language. How close they are, also the range of age differences between them. In accordance with the culture adopted by Indonesian, the use of address forms in these two contexts can be categorized in polite speech acts because the male student distinguished the use of address forms in speaking to peer rather than teacher who is basically older than him and not as close as friend.

Extract 4: Using pronoun –*ko*in speaking
The conversation between female students was about how many letter M in the assignment from the teacher. The fourth female student (FS4) realized something false in her book, and then the third female student (FS3) told her friend that only one M in the words 'bungamawar'.

    FS4   : Ndacocokisayabukuku, nda cocoki.
    FS3   : ooo, salahko<X words X>..
        satuji M masa dua M, toh?..satu M, M satu.
    FS4   : cocokmieee, M kali M—
    FS3   : iyosatuM..aihsalahko:, hapuski:,satu M:.
    MS   : jangkoduluu.
    T   : nantidisuruhbawaanutoh..kalo bilangbegitu
        <X noisy X>

The third female used the second person pronoun –*ko* in "…*salahko*…" instead of the first plural inclusive pronoun –*ki* in "*salahki*". The using of second person pronoun can be acceptable as polite speech because the speaker and hearer have a same status as student andthey are close friend.

Additionally, according to the Bugis Makassar culture that people believe, using the pronoun -*ko* to close friends and peer can be accepted. So, it can be said as polite behavior.

Extract 5: Using pronoun –*ki*in speaking
The following conversation between the older teacher and female students in the classroom was about the way to coloring the picture. The older teacher (T2) suggested them using a ruler and then the first female student (FS1) told T2 about her picture. The second female student (FS2) suddenly asked T2 to come closer and check her task.

    T2   : warnailaginak..pake penggaa…….
    FSS   : risssss…
    FS1   : sayakeluargarisibu guru… tapi
        sedikitji..
    FS2   : buguru..sinikibuguru.. <X noisy X>
    MS   : ohhhmyygodnesss…

The use of -*ki* instead of using -*ko* shows that those students can be more polite to the hearer. As the conversation above, when FS2asked her teacher to come closer and check her task, she said *"buguru..sinikibuguru.."* shows that she was respect the older teacher as a parent. Compare with previous extract about second pronoun –*ko*using by students when they were talking to their friends who have same status and age between speaker and hearer, this extract shows the politeness strategies which they used is determined by who the hearer is.

Extract 6: Answering by say "*iyo*"
The male students was talking about what will they do after the class. The first male student (MS1) recommended to play spinner but he forbidden the third male student (MS3) to play, then the second male student (MS2) accepted the idea and also supported him in forbidding MS3 to join with them.

MS1 : ayomi main spinner deh ?%

maukasaya main spinner deh, janganmeko kau main%

MS2 : iyo, larangkiitu

By analyzing conversation, answering question from the other by saying *iyo* does not matter if the hearer is your friend, just like the conversation above. But if the hearer is older, then it cannot be said as polite behavior. He should be saying *iye* because the word *iye* means yes where it is really polite in Bugis Makassar culture.

Discussions

The type of politeness strategies using by children

Politeness strategies both positive and negative were using by children students in speaking at the classroom communication. They spoke some types of politeness strategies by Brown and Levinson in 1987. Most of them are positive politeness strategies but some are negative politeness strategies. Those children were using address forms which is categorize as the use of in-group identity marker like *bu guru* or directly call the hearers' name. They also used the first plural inclusive pronoun *–ki* and also the second person pronoun *–ko*. In terms of answering questions, they would say *iyo* to respond the question of teacher and their friend. Then those children were giving command and asking their friend's lunch menu. In addition, they were likely to make a joke about lesson materials and their friend name, and also repeat his or her friend's statement which is categorize as the use of seek agreement.

The factors which influencing the use of those politeness strategies

Gender actually has an important role to play in its relation to speaking. It is the factor which influencing politeness strategies because the level of politeness and the way of choice the word in speech is determined by who the listener is. But when it discusses about the relation of children communication and politeness strategies, the factors in determining the way how children act and speak is quite different.

Those children were using address forms which is categorize as the use of in-group identity marker like *bu guru* because they talked to the younger or older teacher. But they were more often to directly call the hearers' name. They also used the first plural inclusive pronoun *–ki* when they talked to the older person and the topic is about their parents. Compare with the using of the second person pronoun *–ko*, they used it because they were talking to their friends who have same status and age. It can be said as politeness behavior because according to the Bugis Makassar culture that people believe, using the pronoun *-ko* to close friends and peer can be accepted. Although it cannot be categorized as a very polite attitude according to Bugis Makassar culture, but it is still acceptable and does not matter to use. In addition, the pronoun *-ko* should not be used to an older person. Then in terms of answering questions, they would say *iyo* to respond the question of teacher and their friend. Actually, saying *iyo* does not matter if the hearer is your friend. But if the hearer is older, then it cannot be said as polite behavior. He should be saying *iye* because the word *iye* means yes where it is really polite in Bugis Makassar culture.

They were likely to make a joke about lesson materials and their friend name, and also repeat his or her friend's statement which is categorize as the use of seek agreement. Actually joke is also one type of positive politeness by Brown and Levinson in 1987. Children did not like a monotonous lesson so that is why they making a joke. However,

that situation shows different kind of joke. By analyzing from viewpoint of Indonesian culture, making a joke in formal situation and in front of your teacher while she was trying to help you in learning, it would be very impolite attitude.

Indonesian is highly upholding the phrase that sounds "Respect the Older and Appreciate the Younger" which related to culture. Therefore, we need to pay attention to our attitudes and speeches to others in daily conversation. We should conceptualize and process what words will be spoken before speak and as well as before act, we have to consider the attitude. However, looking at the subject of the research is children, where they are still in the process of learning to act and being polite and they still do not know where is the right thing to do, so as the older person than them, we should be giving a bit of tolerance for their words and attitudes. We do not need to reply to their words with bad words that are not good to be imitated. Always give a good response that still educates them but unfortunately, the younger teacher's response was not so.

By analyzing the younger teacher's expression at that moment, when we (I and my team) did the observation, she totally disliked it. She is a serious person and more discipline in terms of hard in giving command and lesson. Her expression is very clear that she is unhappy with the children's behavior and utterances. Then sometimes she spoke a very unsuitable word as an educator. Basically this younger teacher cannot be blamed because she is also a human being who has emotions and need to be respected, but as a good teacher, she should be more selective and wiser in responding to children.

In my observation data and point of view while observing the classroom situation and interaction, children distinguish the politeness strategies that they used to their teachers. They will be dutifully obedient and use a soft and polite language when speaking and interacting with the older teacher who is basically a cheerful (always smile), kind, and using soft and polite language. It is very different from the younger teacher, the students more often used the word *'iyo'*. And also, some of them even make a noise in the classroom and do not listen to the commands and instructions from younger teacher.

It can be said that the politeness strategies both behavior and linguistic that using by children are not only determined by who the listener is and what topics are discussed, but also determined by the other person's attitude. The way you treat them determines their responses. If they get good one, then they will appreciate it. But if the treatment is bad, they can be rude and disrespectful, and then they will show impolite attitude and language.

Conclusion

Politeness is one aspect of the sociolinguistic studies in which it has an important role in relation to communication. Between female and male students (teenagers), politeness strategies are essentially almost the same in efl classroom but it is quite different on children communication. If the female teeneger students tend to use various politeness strategies than male, then children students both male and female children use the same politeness strategies in classroom communication. Furthermore, the heares' gender, status, age, and relationship to the speaker determine the selection of politeness strategies.

Based on the result of this paper, i suggest the readers to be wise in speaking and communicating each other, use right politeness strategies both in formal and informal situation. Because indonesian is highly upholding the phrase that sounds "respect the older and appreciate the

younger" which related to culture. Therefore, we need to pay attention to our attitudes and speeches to others in daily conversation. We should conceptualize and process what words will be spoken before speak and as well as before act, we have to consider the attitude.

Theoretically, this paper is expected to be useful information to teachers in knowing students' character in teaching and learning process because your language is your identity which indirectly describe your character. Furthemore, the teachers should realize their students' speaking and communicating style. As a teacher, you should be trying to understand your students' characters and know their needs so you can teach them knowledge, educate them to be more polite, and guide them to be good children who can speak politely and nicely to the others.additionally, the important one is teacher should be a good role in speak and act so do not choose rude words, and also should motivate the students by appreciate them.

For further research, I suggests to explore more about politeness strategies, not only in adult male and female but also in children's communication. And also it can be as addition reference for those who want to conduct a reasearch related to this paper.

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