

The Application of Politeness Maxim in Communication in 8-Year-Old Children

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ABSTRACT

This study aims to find and describe the application of politeness maxims in the communication of 8-year-old children based on Leech's (1993) politeness principles, namely (1) tact maxim, (2) generosity maxim, (3) approbation maxim, (4) modesty maxim, (5) agreement maxim, and (6) sympathy maxim. The method used is descriptive qualitative objectively from the existing data. Sources of data obtained from the speech of children aged three and four years. The results of the study are six utterances which are divided into one utterance in each type of politeness principle.

Keywords: politeness, politeness principles, children

INTRODUCTION

Language is a human communication tool. As a communication tool, language becomes a means of human interaction with each other. With this function, the act of language is a very common human social activity that is carried out daily. When the act of language is practiced by humans, there are two roles or characters always present in it. The first two characters or roles are the speaker and the second is the speech partner or hearer. With the presence of both figures, namely speakers and speech partners, then speaking or speaking is not only related to textual issues but also related

to interpersonal issues. Language is not only a pragmatic textual rhetoric but also a pragmatic interpersonal rhetoric (Wijana, 1996).

Geoffrey Leech (1993) distinguishes interpersonal rhetoric into three types, namely the principle of cooperation (Cooperative Principle), the principle of politeness or courtesy (Politeness Principle), and the principle of irony (Irony Principle).

Politeness maxim is one part of the form used by pragmatics to regulate and teach so that every utterance can take place properly and correctly (Chaer, 2010). This is so that speakers and speech partners can communicate by obtaining clear and correct information, so that the communication process can run smoothly.

Based on the principle of politeness in pragmatics, there are six maxims or rules of pragmatic form expressed by Leech (1993), namely: (1) tact maxim, (2) generosity maxim, (3) approbation maxim, (4) modesty maxim, (5) agreement maxim, and (6) sympathy maxim.

This principle of politeness should be used by all, both the young and the old. Young children, even from the age of 6 months, should be taught the values of politeness. In fact, quoted from Rusminto's (2022) children will not only acquire linguistic rules, but will also gradually learn how adults use sentences correctly. Thus, children learn not only language competence, but also speech act competence, namely the ability to use

language appropriately and correctly in various social contexts.

Although these values cannot be applied by the child, at least it has been recorded in their memory so that one day they can apply it in everyday life. The lack of understanding of the use of politeness maxims in the form of utterances in people's lives makes more and more deviations committed in a conversation both consciously and unconsciously by humans (Lubis, 2015). The principle of politeness taught to children in the future can not only be applied to their parents, but also to other people, such as peers, neighbors, siblings, and others.

Basically, children are not yet able to distinguish between good and bad, for this reason, as parents, we must show and give concrete examples of the application of the principle of courtesy so that later the child can imitate these actions. The teaching cannot be instantaneous. Parents must be patient in teaching and giving examples of how to apply the principles of good manners to the child. That way, children can learn and assess that the actions undertaken using the principles of courtesy are good, right, and commendable. This article will discuss the application of politeness maxims in communicating with 8-year-old children who are communicating with their family members.

MATERIALS & METHODS

This research uses descriptive qualitative method with direct observation and note-taking techniques. The data source of this research comes from the speech of an 8-year-old child who is communicating with his family members. Based on the data source, the data is obtained through field notes.

RESULT AND DISCUSSION

Based on the background above, researchers found 6 data. This will be described as follows.

Speaker Data

Name: ZSA

Age: 8 years old

1) The tact maxim

In the tact maxim, speech participants are expected to maximize benefits for others and minimize losses for others. If in the speech the speaker maximizes the benefits for others then the speech will look polite. Conversely, if in the speech, the speaker maximizes the benefits for themselves and maximizes the losses for others, the speech will be considered less polite. The utterance is in the following data.

P: "Adek, ambil satu saja ya."

This utterance was spoken by an 8-year-old speaker to her 3-year-old sister. The speech event occurred because they were visiting the house of one of his parents' colleagues, then the speech partner wanted to take two cakes that were served. However, the speaker asked her sister to take only one cake because she was used to being taught by her parents to spend what is in the hand first to avoid greed.

2) The acceptance or generosity maxim.

In the maxim of generosity, speakers must maximize losses for themselves and minimize gains for themselves. Therefore, speakers must try to maximize losses for themselves in order to be seen as more polite. Conversely, if the speaker tries to maximize the benefits for themselves then the speaker will be seen as impolite. The utterance is as follows.

MT: (looking around confused then crying)

P: "Ya udah, adek pake sendal kakak aja nggak papa, kakak bisa lari kok."

In the above speech, the context of the speech act was when the speaker and the speech partner were walking in the alley after buying snacks at the stall, but the speech partner's sandals broke. The speaker offers the speech partner to wear his sandals and convinces the speech partner that the speaker can run to avoid the heat of the asphalt road and prevent his feet from getting dirty so as not to be scolded by his parents.

3) **Approbation maxim.**

In using the maxim of appreciation, speakers must maximize respect for others and minimize disrespect for others. The maxim of appreciation seeks that speakers do not mock each other, insult each other and demean the other party. If the speaker's utterance mocks, insults or demeans the other party, it can be said that the utterance is not polite. Therefore, in order for the speaker's speech to look polite, the speaker must maximize his respect for others and try to respect others. The utterance found is as follows.

P: (*seeing her sister just came out of the bathroom with her mother*) "Adek kakak udah mandi ya, harumnya!"

The above speech shows that the speaker is praising the speech partner for taking a shower and smelling good. This shows that the speaker is able to praise the speech partner with good and polite speech.

4) **Modesty maxim.**

In the modesty maxim, speech participants must maximize disrespect for themselves, and minimize respect for themselves. Speakers will be considered ill-mannered if the speakers try to praise and favor themselves. Conversely, speech participants will look polite if they can minimize praise for themselves during speech activities. The form of speech is as follows.

P: "Kok ngambilnya dikit? Nggak enak ya masakan Bikna?"

MT: "Engga, Bikna. Rasanya enak, kok, tapi kata ibu nggak boleh banyak-banyak nanti batuk."

P: "Ini, ambil lagi aja buat dimakan di rumah."

MT: (*shaking her head but still accepted*)

The above speech event occurred when the child visited the house of one of his family members. Then, he was served various kinds of food. However, the child refused to take much because he was worried about getting sick and still accepted what was given by MT so that MT would not be disappointed.

5) **Agreement maxim.**

In using the agreement maxim, the participants are expected to maximize agreement and minimize disagreement with their interlocutors. Speech participants will be considered polite if in their speech they can maximize agreement with the opinions or statements expressed by their interlocutors. Conversely, the participants will be considered less polite if they try to maximize their disagreement with the opinion or statement expressed by the interlocutor. The speech is described as follows.

P: "Bu, aku mau tas unicorn tadi."

MT: "Selesain dulu hafalannya."

P: "Tapi abis itu dibeliin kan?"

MT: "Liat nanti."

P: "Yesss! Kalo gitu aku ngapal dulu ah."

The above speech event shows that the speaker, in this case the child, is trying to apply the maxim of agreement with his mother. The speaker will get a new bag if he successfully completes his memorization.

6) **Sympathy maxim.**

In the sympathy maxim, speech participants are expected to maximize sympathy and minimize antipathy to their interlocutors. If the speaker tries to maximize sympathy for the other party then the speaker will be considered polite but, if in his speech the speech participant maximizes his antipathy for the interlocutor then the speaker will be considered impolite. The speech is as follows.

P: (*looking out the car window*) Kasian, ya, Bu, yang jual koran ini masih kecil.

MT: (*taking out Rp2,000*) Nih, Kak, belilah korannya biar ngebantu dia juga.

P: (*receives the money from his mother and buys the newspaper through the car window*).

The above speech event shows that the child is applying the maxim of sympathy. The child seems to pity the newspaper seller on the side of the road because the seller looks small. The child may also be positioning himself and comparing his life with the life of the newspaper seller's child in his mind.

CONCLUSION

Based on the explanation above, it can be concluded that 8-year-old children can apply the maxims of courtesy according to pragmatic rules if supported by supportive parents and families. At this age, children are still in the process of imitating what they see and hear from the surrounding environment. For this reason, the role of parents and the surrounding environment is very important for the development of children's communication.

Declaration by Authors

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