

Principles of Politeness in Indonesian Language in Speech of Students of Class 5 Madrasah Ibtidaiyah Negeri 1 Dairi Sidikalang Sub-District Dairi District Academic Year 2022-2023

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Abstract

If children are not educated to be able to speak politely, then the tradition of polite language will fade in social life and then a generation that is arrogant, rude, and dry from the ethical values of society and religion is born. These expressions of rude and arrogant language often cause disputes and fights among students. The objectives of this study are 1) to describe politeness in Indonesian between students in the classroom, 2) to describe politeness in Indonesian between students and their teachers in the classroom. and 3) to describe politeness in Indonesian between fellow students outside the classroom. The research method used in this study is a qualitative descriptive method. The data in this study are the speeches of the fifth grade students of MIN 1 Dairi, Sidikalang District, Dairi Regency spoken by students, both students' speeches with students and students' speeches with teachers. In qualitative research, the researcher himself or the help of others is the main data collection tool. The results of this study concluded that 1) politeness in Indonesian language between fellow students in the class, namely politeness in the maxim of wisdom as many as 7 utterances, politeness in the maxim of agreement as many as 29 utterances and politeness in the maxim of sympathy as many as 1 utterance, 2) politeness in Indonesian language between students with the teacher in the class, namely politeness in the maxim of wisdom as many as 4 utterances, politeness in the maxim of humility as many as 26 utterances and politeness in the maxim of agreement as many as 4 utterances and 3) politeness in Indonesian language between fellow students outside the class, namely politeness in the maxim of agreement as many as 8 speech and politeness in the maxim of sympathy as much as 1 utterance

Keywords: *Language Politeness Principles, Indonesian Language, and Speech of Class V students MIN 1 Dairi*

1. Introduction

Language politeness is one aspect that needs to be considered in communication. Politeness is a cultural phenomenon, so that what is considered polite by one culture may not be the case with other cultures. Politeness of an utterance is very dependent on the measure of politeness of the speakers of the language used. Speeches in Indonesian are generally considered polite if speakers use polite words, their utterances do not contain direct ridicule, do not direct orders, and respect others (Anam, 2011: 1).

The principle of politeness leads to efforts to maintain social and personal relations in the communication process. The principle of politeness is related to the application of conventions known as Maxims. Maxims are tips or agreements that guide the conversation. Speakers and interlocutors are expected to be able to speak well in accordance with an understanding of the application of the principle of politeness. The application of the principle of politeness in speech needs to pay attention to aspects of the speech event that is currently happening. Leech (in Chaer, 2010: 122) suggests aspects of speech events which include (1) speakers and hearers, (2) context of speech, (3) purpose of speech, (4) speech as a form of action or activity, and (5) speech as a product of action. These five aspects simultaneously form speech events.

The speech used by the students of class V MIN 1 Dairi for daily communication at school is Indonesian, most of the students do not understand the rules and rules of polite language, especially in relation to the philosophy that follows it, such as respect for elders and to their teacher. The language politeness of each student in class V MIN 1 Dairi varies from good and fluent, moderate, stuttering, or not good. There were students who fluently expressed their desires, feelings of pleasure, sadness, pain or fatigue. Maybe even be able to express his opinion about something even in a simple level. Some other students are still afraid to stand in front of their classmates, it's not uncommon to see some students sweating coldly, standing stiff, forgetting everything when dealing with a number of other students. Politeness in language can be done by complying with the politeness principles that apply in the community using that language. So, it is expected that the speech actor in speaking with his speech partners does not ignore the principle of courtesy. This is to maintain good relations with partners said. Thus, this study will examine the politeness principles expressed by Leech (2011: 206), namely (1) the maxim of wisdom, (2) the maxim of generosity, (3) the maxim of praise, (4) the maxim of humility, (5) the maxim of agreement, and (6) the maxim of sympathy.

2. Literature Review

2.1 Definition of Language

Mustakim (2006: 2) that language as a communication tool is used by community members to establish relationships with other communities who have the same language. With language, humans can interact with other humans, even though their social and cultural backgrounds are different. Therefore, the most basic function of language is to communicate (Nababan, 2004: 40), which is a means of association and communication among humans so that a social system or society is formed. Language as part of society is a social phenomenon that cannot be separated from its users.

2.2 Pragmatics

Pragmatics is part of the science of signs or semiotics. The specificity of this field is that this field is different from the specificity of syntax and semantics as other parts of semiotics. In the field of syntax, the study is devoted to the formal relations of signs, while studies in the field of semantics are concerned with the relationship between signs and the objects they refer to. According to Wijana (2006: 1) pragmatics is a branch of linguistics that deals with the structure of language externally, namely how the linguistic unit is used in communication.

2.3 Speech acts

Speech acts are one of the functional activities of humans as language beings. Because of its functional nature, every human being always tries to be able to do it as well as possible, either through acquisition or learning (Zifana, 2009: 1). These speech acts are important in pragmatic studies because they are the basis for analyzing pragmatic topics, such as presuppositions, conversational implicatures, deixis, cooperative principles and politeness principles.

Austin (in Leech 2011: 316) classifies three types of speech acts:

1) Locutionary Act

Locutionary speech acts are speech acts that carry out the act of saying something in the form of certain words spoken with a meaning and reference (Leech, 2011: 316). Therefore, what is prioritized in locutionary speech acts is the content of the speech expressed by the speaker (Rusminto, 2015: 67).

2) Illocutionary Act

Illocutionary speech acts are speech acts that take action in saying something (Leech, 2011: 316). Moore in Rusminto (2015: 67) states that illocutionary acts are actual or real speech acts formed by utterances, such as promises, greetings, and warnings.

3) Perlocutionary Acts

According to Tarigan (2015: 100) perlocutionary acts are doing something by saying something. According to Chaer (2010: 28) perlocutionary acts are speech acts that have an influence or effect on the speech partner or the person who hears the speech. Thus, perlocutionary acts are often referred to as The Act of Affective Someone (acts that affect other people). The following is an example of a perlocutionary act.

2.4 Politeness in Language

Politeness in language has politeness criteria that must be obeyed by speech participants. These criteria guide the speech participants to create effective communication, which avoids misunderstandings, and also does not offend other people. Many experts try to explain politeness criteria in communicating by writing language politeness theories.

3. Research Methods

This study uses qualitative research. This is based on the type of research data and data analysis techniques that are descriptive in nature. Bogdan and Taylor (in Moleong, 2012: 3) say that research that uses a qualitative design is research that produces descriptive data in the form of written or spoken words from people and observed behavior. Descriptive data in this study is in the form of data on student speech politeness, both student and student speech and student and teacher speech. The data in this study are the speeches of students of class V MIN 1 Dairi, Sidikalang District, Dairi Regency spoken by students, both student and student utterances and student and teacher utterances. This study uses data sources from student speech, namely obedience to politeness maxims put forward by Leech. The data displayed is obtained by listening directly to the speech spoken by the students.

The research instrument is used as a guide for researchers in collecting and analyzing data that has been found so that it makes it easier for researchers to carry out further research. Apart from the researcher as the main instrument, auxiliary instruments were also used in this study. The auxiliary instrument is a laptop as a video playback device and as a data recording tool in the form of speeches made by students. Additional instruments in the form of data cards are also used as additional instruments. Data cards are used to collect data in the form of student speech politeness. After the data is collected, the data is grouped based on Leech's six maxims so that later it is easy to analyze. The data analysis guide table is used to analyze data that has been grouped in data cards. The data card can be seen below:

Table 3.1 Data Card

No	Context	speech	The Politeness Principle of Leech	Explanation
1				
2				
3				
etc				

The data collection technique used in this study is the speaking technique, free of charge, then note-taking technique and recording technique (Mahsun, 2012: 93).

According to Miles and Huberman (in Sugiyono, 2009:337), qualitative data analysis consists of three activity processes, namely data reduction, data presentation, and drawing conclusions.

1) Data reduction

Data reduction is an activity of summarizing field notes by sorting out the main things related to research problems. The data reduction stage in this study is the process of selecting data in the form of politeness of student speech, both speeches made by students and students and speeches of students and teachers. The data is classified based on the six maxims in Leech's politeness principle, namely the maxim of wisdom, the maxim of generosity, the maxim of humility, the maxim of praise, the maxim of agreement, and the maxim of sympathy.

2) Data Presentation

Presentation of data is an arrangement of data that has been selected and classified into codes to make it easier to analyze. Coding is based on the speakers. Following are the coding techniques used in this study:

- a) Number
- b) Speech Box
- c) speech
- d) Principles of Politeness

3) Conclusion Drawing

The last stage of qualitative data analysis is drawing conclusions. In this study, conclusions can be drawn during the data analysis process and expressed in short, concise, and easy-to-understand sentences. The data that has been analyzed, classified and presented, can then be concluded by the researcher. The final

conclusion in this study was taken from the process of analyzing data on the speech politeness of students who had gone through a classification process based on the Leech politeness principle.

4. Research Results

1. Politeness in Indonesian between fellow students in class

a. Maxim of Wisdom

The wisdom maxim requires speakers to minimize/reduce losses for others, or maximize benefits for others (Leech, 2011: 206). The wisdom maxim explains the level of politeness based on profit and loss towards other people.

1) *Write a bracelet...this....this*

(while indicating where to write in the book)

Context: spoken by a student to his friend to tell him how to do the task given by the teacher.

2) *The numbers were made first!!*

Context: Spoken by students to their friends while doing assignments

3) *The teacher told me to do this... to be neat.*

Context: Students tell their friends how to do good and neat assignments

4) *Here...I'll open it ...*

Context: Spoken by the student to his friend because the friend could not open the lid of a drink bottle

5) *Teacher said...should be dilang like this...*

Context: Students tell their friends how to do the right assignment

6) *like this*

Context: Spoken by students to their friends about the task they are doing

7) *I'll see ya....*

Context: Spoken by students to their friends when they are telling a story

b. Maxim of Agreement

The maxim of agreement requires that each speaker and speech partner maximize agreement between them and minimize disagreement between them (Leech, 2011:207).

1) *I have this....*

Context: Spoken by students to their friends when they are telling a story

2) *I'm ready...*

Context: Spoken by students to their friends when they are telling a story

3) *We'll be back soon...*

Context: Spoken by students to their friends when they are telling a story

4) *Don't.....I'll tell mom ..*

Context: Spoken by the student to his friend because the friend opened his bag

5) *Don't sit there...*

Context: Spoken by a student to his friend because it is not orderly

6) *With us...*

Context: Spoken by students to their friends because their assignments have been completed

7) *Just closed the book...*

Context: Said by a student to his friend to remind his friend that the homework book must be closed

8) *It's the same right .*

Context: Said by a student to his friend because their bags are the same

9) *I'll just put it under it later!*

Context: Spoken by a student to his friend when his friend took a drink bottle cap under the bench

10) *Then we will have cobwebs.*

Context: Spoken by students to their friends when they are telling a story

11) *Don't get in my shoes*

Context: Spoken by students to their friends when they are telling a story

12) *Ih... a little time your name!*

Context: Spoken by students to their friends when they are telling a story

13) I have many names...

Context: Spoken by students to their friends when they are telling a story

14) Where... have a look....

Context: Spoken by students to their friends when they are telling a story

15) Do not believe? Ask my father

Context: Spoken by students to their friends when they are telling a story

16) Take your pencil.

Context: Spoken by a student to his friend because his friend dropped his pencil

17) I'll just put it here.

Context: Spoken by students to their friends when they are telling a story

18) I can rip clothes...

Context: Spoken by students to their friends when they are telling a story

19) It's better if you go to SD, if you go home quickly ..

Context: Spoken by students to their friends when they are telling a story

20) Look at this ... it's already torn

Context: Spoken by the student to his friend to show the picture in his bag

21) My dad doesn't work...

Context: Spoken by students to their friends when they are telling a story

22) I'm seven too.....

Context: Spoken by students to their friends to tell the value they get

23) I'm nine... (laughs)

Context: Spoken by students to their friends when they find out the grades their friends have obtained

24) I just got eighty last night

Context: Spoken by students to their friends to tell the value they get

25) Ugh...he's seven points...

Context: Spoken by students to their friends when they find out the grades their friends have obtained

26) We'll just have to wait .. we can write it down

Context: Spoken by students to their friends while paying attention to the teacher

27) Watch out.... I have this car . I fast get on the train....

Context: Spoken by a student to a friend when they are telling a story, because the student's book contains a picture of a motorbike

28) Uh... it's hard !!

Context: Spoken by students to their friends because their assignments are very difficult to do

29) Come on ... come on ... let's write...

Context: Spoken by students to their friends to do the assignments given by the teacher

c. Sympathy Maxim

Sympathy maxim requires all speech participants to maximize sympathy and minimize antipathy towards the speech partner (Leech, 2011: 207). If the said partner gets luck or happiness, the speaker is obliged to congratulate him . If the speech partner encounters difficulties or calamities, it is appropriate for the speaker to express his sorrow or condolences as a sign of sympathy.

1) Can't be like that!

Context: Spoken by a student to his friend because his friend is disturbing his other friends

2. Indonesian Politeness Between Students and Their Teachers in Class

a. Maxim of Wisdom

The wisdom maxim requires speakers to minimize/reduce losses for others, or maximize benefits for others (Leech, 2011: 206). The wisdom maxim explains the level of politeness based on profit and loss towards other people.

1) Write here!

Context: Spoken by the teacher to students while teaching lessons to students

2) See the example of the mother on the blackboard.

Context: Spoken by the teacher to students while teaching lessons to students

- 3) Look at the examples on the blackboard!

Context: Spoken by the teacher to students while teaching lessons to students

- 4) Can you use numbers or not!

Context: Spoken by the teacher to students while teaching lessons to students

b. Maxim of Humility

The modesty maxim requires participants to maximize self-respect and minimize self-respect (Leech, 2011:206). The humility maxim is self centered.

- 1) Mam, this one is also made to the bottom???

Context: spoken by a student to his teacher to ask about the task they are working on.

- 2) The numbers are also down here right???

Context: spoken by a student to his teacher to ask about the task they are working on.

- 3) This... where do you make it???

Context: spoken by a student to his teacher to ask about the task they are working on.

- 4) Yes..... where to make the lines??

Context: spoken by a student to his teacher to ask about the task they are working on.

- 5) Get to the bottom???

Context: spoken by a student to his teacher to ask about the task they are working on.

- 6) Buck, until how much???

Context: spoken by a student to his teacher to ask about the task they are working on.

- 7) Knocked off??

Context: spoken by a student to his teacher to ask about the task they are working on.

- 8) Mam, cake like this isn't it???

Context: spoken by a student to his teacher to ask about the task they are working on.

- 9) Bub, write the numbers in the loop??

Context: spoken by a student to his teacher to ask about the task they are working on.

- 10) Mam, cake like this isn't it???

Context: Spoken by students to their teachers to ask about the task they are working on

- 11) Mam... Mam.....should use numbers??

Context: Spoken by students to their teachers to ask about lessons

- 12) What do you do ???

Context: Spoken by students to their teachers to ask about the assignments they will do

- 13) Mam...is this Mam??

Context: Spoken by students to their teachers to ask about the assignments they will do

- 14) The big one, isn't it??

Context: Spoken by students to their teachers to ask about the assignments they will do

- 15) Followed one till the bottom, isn't it???

Context: Spoken by students to their teachers to ask about the assignments they will do

- 16) Is this a cake or not?? (while showing his work)

Context: Spoken by students to their teachers to ask about the assignments they will do

- 17) Like this huh???

Context: Spoken by students to their friends about the task they are doing

- 18) This is th....

Context: Spoken by students to their teachers to show what they have learned

- 19) I'll see ya....

Context: Spoken by students to their friends when they are telling a story

- 20) Mam...this person tells a story.

Context: Spoken by a student to his teacher to let him know that his friend is telling a story

- 21) Mam...someone's name is Ari.

Context: Spoken by students to their teachers because they have finished working on assignments

- 22) Mam.....someone's not ready yet....

- Context: Spoken by a student to his teacher because one of his friends is not ready to do the assignment
- 23) Mam.... you don't have Mam ..
Context: Spoken by students to their teachers because they are not ready to do homework
- 24) Bub... someone's crying
Context: A student told his teacher because one of his friends was crying because he didn't do his homework
- 25) I don't....
Context: Spoken by students when the teacher is recording student attendance
- 26) Mam... there is someone who enters under it, his name is Muhammad Khairi.
Context: Spoken by a student to his teacher because his friend got under the table

c. Maxim of Agreement

The maxim of agreement requires that each speaker and speech partner maximize agreement between them and minimize disagreement between them (Leech, 2011:207).

- 1) Already written????
Context: Spoken by the teacher to students while teaching lessons to students
- 2) That's neat....
Context: Told by the teacher to students about the task they are working on
- 3) Already prepared?? Let's see mom!
Context: Told by the teacher to students about the task they are working on
- 4) OK...patent. close first!
Context: Told by the teacher to students about the task they are working on

3. Politeness in Indonesian between fellow students outside the classroom

a. Maxim of Agreement

The maxim of agreement requires that each speaker and speech partner maximize agreement between them and minimize disagreement between them (Leech, 2011:207).

- 1) Then I'll be a rainbow....
Context: D was said by a student to his friend during recess and they were telling a story
- 2) There, right ... the teacher isn't allowed out.
Context: Spoken by students to their friends outside the classroom because the teacher does not allow them to play outside the school fence
- 3) This is cool (while showing blown plastic)
Context: Spoken by students to their friends outside the classroom
- 4) Let's buy snacks...
Context : Spoken by students to their friends outside the classroom when they are on break
- 5) come on... buy some ice
Context: Spoken by students to their friends outside the classroom when they are on break
- 6) Accompany me to the office , yok. My teacher told me to go there.
Context: Spoken by students to their friends outside the classroom when they are on break
- 7) Let's go there (while pointing to his friend's classroom)
Context: Spoken by students to their friends outside the classroom when they are on break
- 8) Eh... don't bother us. We 're not bothered.
Context: Spoken by students to their friends outside the classroom when their friends are being bullied by other students

b. Sympathy Maxim

Sympathy maxim requires all speech participants to maximize sympathy and minimize antipathy towards the speech partner (Leech, 2011: 207).

- 1) Eh... can't run around. later fall ..
Context: Spoken by students to their friends outside the classroom when they are on break

5. Discussion

1. Indonesian Politeness Between Fellow Students in the Class

Table 5.1 Indonesian politeness between Fellow Students in Class

No	Maxim Type	Amount	Percentage
1	Maxim of Wisdom	7	18.92%
2	Maxim of Agreement	29	78.38%
3	Sympathy Maxim	1	2.70%
Amount		37	100%

From the table above, it can be seen that politeness in Indonesian between fellow students in the class in the maxim of wisdom is found in 7 utterances or 18.92%, in the maxim of agreement there are 29 utterances or 78.38% and in the maxim of sympathy there is 1 utterance or 2.70%. From these results it can be seen that Indonesian politeness among fellow students in class in class V MIN 1 Dairi Dairi District, Sidikalang District, Dairi Regency is the most dominant, namely the maxim of agreement, namely 29 utterances or 78.38%.

2. Indonesian Politeness Between Students and Their Teachers in the Class

Table 5.2 Indonesian politeness between Students with their Teacher in the Classroom

No	Maxim Type	Amount	Percentage
1	Maxim of Wisdom	4	11.76%
2	The Maxim of Humility	26	76.48%
3	Maxim of Agreement	4	11.76%
Amount		34	100%

From the table above, it can be seen that politeness in Indonesian between students and their teachers in the class in the maxim of wisdom is found in 4 utterances or 11.76%, in the maxim of modesty there are 26 utterances or 76.48% and in the maxim of agreement there is found as much as 4 utterances or 11.76%. From these results it can be seen that the most dominant Indonesian language politeness between students and their teachers in the class for students of class V MIN 1 Dairi is the most dominant, namely the maxim of humility, namely as many as 26 utterances or 76.48%.

3. Indonesian politeness between fellow students outside the classroom

Table 5.3 Indonesian politeness between Fellow Students Outside the Classroom

No	Maxim Type	Amount	Percentage
1	Maxim of Agreement	8	88.89%
2	Sympathy Maxim	1	11.11%
Amount		9	100%

From the table above, it can be seen that politeness in Indonesian between fellow students outside the class in the maxim of agreement was found in 8 utterances or 88.89% and in the maxim of sympathy there was 1 utterance or 11.11%. From these results it can be seen that Indonesian politeness among fellow students outside the classroom in class V MIN 1 Dairi Dairi District, Sidikalang District, Dairi Regency is the most dominant, namely the maxim of agreement, namely as many as 8 utterances or 88.89%.

Conclusions

1. Politeness in Indonesian between fellow students in the class, namely politeness in the wisdom maxim of 7 utterances, this happens because the student (speaker) understands the condition of his speech partners (friends) by providing assistance or a good response. Then, politeness in the maxim of agreement is 29 utterances, this happens because the speaker (student) and his speech partner (friend) maximize agreement between them and minimize disagreement between them. Furthermore, the politeness maxim of sympathy is 1 utterance, this happens because the speaker (student) has maximized sympathy and minimized antipathy towards his speech partners (friends).
2. Politeness in Indonesian between students and their teachers in the class, namely politeness in the wisdom maxim of 4 utterances, this happens because the speaker understands the condition of the speech partner by providing assistance or a good response. Then, politeness in the maxim of modesty

is 26 utterances, this occurs because the speaker has maximized disrespect for himself and minimized respect for himself. Furthermore, politeness in the maxim of agreement is 4 utterances, this occurs because speakers and speech partners maximize agreement between them and minimize disagreement between them.

3. Politeness in Indonesian between fellow students outside the classroom, namely politeness in the maxim of agreement as many as 8 utterances, this occurs because speakers (students) and speech partners (friends) maximize agreement between them and minimize disagreement between them. Then, politeness in the maxim of sympathy is 1 utterance, this happens because the speaker (student) has maximized sympathy and minimized antipathy towards his speech partners (friends).

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