



# Language Politeness in Film Series *Layangan Putus* and Its Implementation as Drama Text Teaching Material

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**Abstract.** This study aims to describe language politeness principles in Film *Layangan Putus*, especially (1) forms of compliance to politeness principles, (2) forms of violations, and (3) implementation as drama text teaching material. The object of this descriptive qualitative study was utterances containing element of language politeness. Data collection utilized uninvolved conversation observation technique. Data analysis used pragmatic analysis method. This study found 18 compliances and 5 violations related to language politeness principles. The compliance included the maxims of wisdom, generosity, praise, humility, agreement and sympathy. The violations were related to maxim of wisdom, praise, humility. The results were implemented as teaching material for drama texts in Phase F of class XI, with the learning outcome: students can evaluate various ideas and views based on logical thinking principles from listening to various types of texts (non-fiction and fiction) in the form of monologues, dialogues, and speeches; and creating and appreciating ideas and opinions in response to the text being shown to. The learning objective was: students can critically review films and plays.

**Keywords:** compliance · violation · implementation

## 1 Introduction

Humans use language to mediate, ask questions, express themselves, exercise social control, adjust, and influence others for their own and collective benefit. As a result, language is crucial in human life. Language can be used to communicate between two or more people who have a specific purpose.

One of the sciences that studies language is pragmatics. The study of the relationship between linguistic form and form usage is known as pragmatics [1]. Pragmatics is closely related to the use of language between speakers and listeners or between writers and readers [2]. Pragmatics examines the use of language in relation to speakers and listeners to understand the topic, purpose, context and place of conversation and communicative activity.

Speech acts are one of the topics covered in pragmatics. Speech acts are a subfield of linguistics that investigates language in its natural context. Speech acts are actions

manifested through utterances. It is possible to observe speech acts from their meanings [3]. Thus, speech acts are real when speakers use their ability to speak in accordance with the linguistic situation in the place of speech and understand the meaning of the words that others want to convey. Language ethics and speech acts are inextricably linked. Language ethics is politeness, which is also a social behavior because it is a code of ethics that certain communities follow and that is widely accepted [4].

Language politeness strives for effective communication, the development of communication relationships in interactions, and the prevention of problems. Learning and applying language politeness is very important in social life and society because politeness is a rule of behavior that has been established in relation to verbal behavior. Learning about language politeness can help to reduce communication-related conflict between individuals.

Language ethics can discuss current language events in a contextually relevant manner, allowing us to see and examine forms of politeness in language from a new angle. Politeness in speech refers to a manner of speaking that does not offend the speaker or listener, thus upholding the politeness principle. The politeness principle describes how to act and speak politely, as well as what oneself and others can do [5]. The politeness principle is made up of six maxims: the wisdom maxim, the generosity maxim, the praise maxim, the humility maxim, the agreement maxim, and the sympathy maxim.

Speech acts demonstrate the application of politeness principles. Written works, public forums, television shows, interactive discussions, educational settings, films, and other media all contain speech acts. Film is an audiovisual medium that uses words, sounds, images, and their combinations to communicate [6].

The Independent curriculum implementation is intended to provide flexibility to educational units in order to create contextual operational curricula that adapt to student learning needs. The findings of this study were to be used as teaching materials for phase F drama texts in the Independent curriculum. Teaching materials are learning devices or methods that contain learning materials, learning methods, limitations, and assessments that are designed systematically and attractively to achieve the expected goals, competencies, or sub-competencies in their entirety [7]. The findings of this study can be used to create Indonesian language teaching materials for drama text. Drama is a literary work written for stage performance that tells the stories of the characters and actors through character scenes [8]. Drama, according to Rachmawati and Faizah, is a type of literature developed to be presented and seen by as a whole [9].

Previous studies have conducted research on language politeness [10–22]. The similarity with this research is all focused on language politeness. The difference, previous studies examined other films and their results were not applied in learning, especially as drama text teaching material. A relevant research previously studied language politeness and its implementation in drama text [23]. The difference with this study is on the object of research. This study examined film *Layangan Putus*, while the previous research examined *Nusa dan Rara*.

Based on this context, the problem formulation in this study is as follows: (1) What are the forms of compliance with language politeness principles in film *Layangan Putus*? (2) What are the forms of violation of the politeness principle in the film? (3) How are the research findings being implemented as drama text teaching material?

## 2 Method

The descriptive-qualitative method was employed in this study. This study describes different types of compliance to and violations of politeness principles, as well as the implementation as teaching materials for drama texts. The qualitative approach is based on descriptive data in the form of spoken words from the characters' speeches in the film under consideration. The emphasis of this study is on utterances suspected of abiding or violating the principle of language politeness.

The subject of this research is the characters in Film *Layangan Putus* by Momy ASF. Data collection utilized uninvolved conversation observation technique. Data analysis used pragmatic analysis. Data validity was tested using theory triangulation technique.

## 3 Result and Discussion

This study found 18 compliances and 5 violations of language politeness principles in the dialogue of the movie *Layangan Putus*. The numbers can be viewed on the Table 1.

### 3.1 Compliance of Politeness Principles

Compliance with language politeness principles is manifested in several ways in the film under consideration: (1) increasing respect, (2) increasing attention, (3) admiration, (4) helping one another, (5) making promises, and (6) caring. Among the 18 forms of speech that fulfill the principle of politeness are asking for news, offering, generosity, responsibility, admiration, recognition, appreciation, respect, helping, making promises, agreeing, congratulating, sending greetings, expressing sympathy, participating in a condolence, and showing care between neighbors.

#### 3.1.1 Compliance to Wisdom Maxim: Maximizing Respect

Wisdom maxim directs speakers to prioritize the need of speech partners above oneself [24]. Fundamentally, wisdom maxim rests on the wisdom principle in speaking. People who communicate using this maxim is said to people who are polite in language. The following is an example of this compliance.

**Table 1.** Compliances and Violations of Politeness Principle

No.	Politeness Maxim	Compliance	Violation
1	Wisdom	1	1
2	Generosity	3	-
3	Praise	4	2
4	Humility	2	2
5	Agreement	2	-
6	Sympathy	6	-
Total		18	5

- (1) *Context: Saat Kinan berada di halaman depan rumah yang mengantarkan Raya berangkat Bersama Papanya, dan bertemu bu Mary yang sedang jogging pagi lewat depan halaman dan menyapa Kinan. (When Kinan is in the front yard of the house, taking Raya out with his father, she sees Mrs. Mary who was jogging in the morning and greeted her)*

*Kinan: “Habis olahraga bu?”*

*Bu Mary: “Oh iya yaampun capek banget banget Kinan. Apa kabar Kinan?”*

The speech above has the content where Bu (Mrs.) Mary asks how Kinan is doing. This speech fulfills the wisdom maxim by maximizing respect to the speech partner. As a result, the speech became communicative and polite.

### 3.1.2 Compliance to Generosity Maxim: Maximizing Self Loss

A speaker should minimize what is more beneficial to himself and maximize what is detrimental to himself, according to the generosity maxim. The generosity maxim is to maximize self-sacrifice while minimizing self-interest. The following are examples of the compliance to this maxim.

- (2) *Context: Miranda menghampiri Kinan untuk memberikan ucapan selamat dengan ditemani Aris, Kinan yang sedang ngobrol bersama kedua sahabatnya Lola dan Dita. (Miranda approaches Kinan to congratulate her accompanied by Aris, Kinan is chatting with her two best friends Lola and Dita).*

*Kinan: “Minum dong Mir, sangrianya enak lho ...”*

*Miranda: “Sangria? Acara 7 bulanan ini ada sangrianya?”*

*Kinan: “Ya!”*

*Miranda: “Okey”*

*Aris: “Tidak hanya sangria, kita ada cendol dawet kalau kau mau!”*

In the speech above, Kinan offers a drink to Miranda. This speech fulfills the generosity maxim. In this case, Miranda is a guest and Kinan maximizes her respect and benefit for the speech partner.

- (3) *Context: Saat Kinan dan Aris sedang ngobrol di ruang tamu selesai acara 7 bulanan. (When Kinan and Aris are chatting in the living room after the 7-month event).*

*Kinan: “Capek sih mas hari ini, tapi lebih berasa happynya daripada capeknya. Terima kasih ya.”*

*Aris: “Nggak perlu terima kasih udah kewajibanku. Yang jelas apapun yang kamu mau selama aku bisa, aku akan wujudin.”*

Aris expresses his responsibility in preparing the event for Kinan in the data above. Aris says he doesn't need to be thanked and that he will do everything he can to fulfill Kinan's wishes. This is consistent with the generosity maxim of minimizing one's own loss while increasing one's speech partner's profit.

### 3.1.3 Compliance to Praise Maxim: Admiration

The maxim of praise is a form of speech that tries to maximize respect for the speaker and tries to give praise to others. The following is the data on compliance with politeness maxims of praise.

- (4) *Context: Dita, Lola dan Andre datang diacara acara 7 bulanan Kinan dan Aris. (Dita, Lola, and Andre come to Kinan and Aris's 7th month event).*

*Lola: "Ponakan baru"*

*Dita: "Hmmm cantikan banget sih nan!"*

*Lola: "Iya dong"*

*Kinan: "Thank you lo ta!"*

Dita compliments Kinan's beauty in data (4). This is an expression of admiration that satisfies the maxim of praise. The greater the praise, the greater the respect for the speech partner.

- (5) *Context: Bu Mary datang kerumah kinan membawa Rocco anjing peliharaan. Dan kinan sedang berkebun di halaman rumah. (Mrs. Mary come to Kinan's house with Rocco, the pet dog, and Kinan is gardening in the yard).*

*Bu Mary: "Aduh Kinan, rajin banget berkebun pantasan rumahnya asri banget ini bagus banget."*

*Kinan: "Ya, bu ya?"*

*Bu Mary: "Iya, cantik banget deh ..."*

In the dialogue above, Mrs. Mary admires Kinan's diligence in gardening which makes the house looks beautiful. This creates a warm and pleasant effect while also fulfills the maxim of praise.

### 3.1.4 Compliance to Humility Maxim: Helping Each Other

The humility maxim is a maxim that revolves around the speaker himself. In other words, the speaker must be humble, minimize self-admiration, and maximize the self-esteem of the speech partner. The following is the compliance of politeness in the humility maxim.

- (6) *Context: Jeremy jatuh dari tangga ibu jeremi yang meminta tolong dan Kinan mendengarnya langsung membantu Jeremy untuk dibawa ke Rumah Sakit. (Jeremy falls down the stairs, Jeremy's mother calls for help and Kinan immediately helps Jeremy to be taken to the hospital).*

*Jeremy: "Sakit!"*

*Ibu guru: "Ada apa ini? Ada apa ini bu? Kenapa bu?"*

*Kinan: "Bu saya dokter, tangannya Jeremy sepertinya patah harus segera ke rumah sakit sekarang."*

*Ibu Jeremy: "Aku ambil mobil ya, bu."*

*Kinan: "Pakai mobil saya saja tidak apa."*

In the data above, Kinan shows the attitude of helping each other by suggesting to use her car to bring Jeremy to hospital. This suggest humility and helping nature of hers. They are all humans and to help each other is an act of humbleness.

### 3.1.5 Compliance to Maxim of Agreement

The agreement maxim requires each speaker and interlocutor to minimize disagreement between the speaker and the hearer while increasing agreement on other positive issues. The data on compliance with politeness maxims of agreement are as follows.

(7) *Context: Kinan sedang duduk diruang tamu dan Aris baru pulang dan melihat kinan yang sedang menangis karena Aris telah lupa janji kepada Raya untuk membacakan dongeng. (Kinan is sitting in the living room and Aris comes home and sees Kinan crying because Aris forgot his promise to Raya to read her a story).*

*Kinan: "Tolong mas, jangan seperti ini lagi sama Raya. Aku tidak bisa lihat dia, seperti ini mas tolong!"*

*Aris: "Baik. Aku minta maaf aku akan bacakan dongeng untuknya besok. Aku janji, ya"*

Aris' speech in data (7) demonstrates an agreement, specifically agreeing to read a fairy tale to Raya the next day. To fulfill the maxim of agreement, the speaker tries to maximize his agreement with the other party while limiting his disagreement with that party.

(8) *Context: Kinan dan Bu Mary sedang ngobrol di halaman depan rumah, tetapi waktu bu Mary ingin curhat Kinan buru-buru karena sudah ada janji untuk bertemu dokter. (Kinan and Mrs. Mary are chatting in the front yard of the house, but when Mrs. Mary wants to confide in Kinan, she is in a hurry because she has an appointment to see the doctor).*

*Bu Mary: "Kinan padahal aku mau curhat. Tapi yasudah tidak apa. Next time, aku bakal datang ke sini, nanti kita belajar tentang pria. Supaya kamu lebih paham, okey."*

*Kinan: "Pasti bu."*

*Bu Mary: "Ya sudah kalo gitu, aku pulang dulu."*

In the data above, Mrs. Mary expresses an agreement to come to the house next time to talk about men with Kinan. This speech fulfills the maxim of agreement.

### 3.1.6 Compliance to Maxim of Sympathy: Care

In the sympathy maxim, the speaker maximizes empathy for the speech partner, the speech feels polite when the speaker shows sympathy for others [25]. Obedience to this maxim is marked by the speaker's willingness to sincerely support someone whose opinion is right.

(9) *Context: Kinan menelfon Miranda untuk memberitahukan bahwa ada tugas membuat prakarya. (Kinan calls Miranda to tell her that there is a craft assignment).*

*Kinan: "Hallo! Hei Mir, aku ganggu tidak?"*

*Miranda: "Hai Kinan, tidak kenapa?"*

*Kinan: "Engga kita disuruh kumpulin tugas prakarya pekan depan."*

Kinan's speech in data (9) demonstrates the speaker's concern for her speaking partner. Thus, the speech is considered sympathetic because it aims to maximize sympathy between oneself and others while minimizing antipathy between oneself and others.

The findings above are relevant to [11, 12, 14, 15, 17, 19–21]. Those researches have similarity with this study, namely the focus on language politeness. The difference is in objects of research. Those studies examined other movies, discussion language, and language in Instagram. This study observed the movie *Layangan Putus* and utilized the findings as teaching material for drama text.

### 3.2 Violation of Politeness Principles

This study found violations of politeness principles in the movie, such as: feeling annoyed, mocking, and belittling.

#### 3.2.1 Violation in Form of Feeling Annoyed

According to Muctar and Ngusman, the wisdom maxim focuses on other people. The speaker must minimize others' losses while maximizing their benefits [26]. Instead, the speaker must maximize his own loss. The following are the data on politeness violations in this form:

(10) *Context: Lola dan Dita membantu Kinan memasang box bayi. (Lola and Dita helped Kinan install the baby box).*

*Kinan: "Bisa nggak, ta?"*

*Dita: "Bisa nan Cuma ini ribet banget seperti buku teks kuliah. Siapa sih yang beliin?"*

Dita's speech in data (10) demonstrates that the speaker is irritated because the baby box is so complex to install. The speech violates the wisdom maxim because it maximizes the speech partner's loss and minimizes the benefit.

#### 3.2.2 Violation in Form of Mocking

The maxim of praise is centered on the speech partner. Speakers are considered polite when they give the least criticism and praise the hearer the most [26]. Conversely, if the speaker emphasizes criticism of others, the speaker violates the wisdom principle. The data on politeness violations in the praise maxim is shown below.

- (11) *Context: Bu Mary yang sedang memberitahukan klinik barunya dan menawarkan promo perawatan kepada Kinan. (Mrs. Mary who was announcing her new clinic and offering a treatment promo to Kinan)*

*Kinan: "Sekarang lagi malas untuk perawatan."*

*Bu Mery: "Ih Kinan, kamu itu perempuan jangan malas perawatan. Terus kamu udah umur 30 kan? Lihat deh ini ada kerutan-kerutan ini makin lama makin kendur. Mau jadi nenek-nenek?"*

By Mery's speech to Kinan in data (11) is a mocking of her speech partner's facial appearance. This mocking behavior creates a negative impression in the communication process, indicating that the speaker is causing harm to his speech partners.

- (12) *Context: Lola bertemu teman tinder di kola (Club). (Lola meets her Tinder friend at the club.)*

*Teman tinder: "Sory ya aku ngajak ketemu disini."*

*Lola: "It's oke."*

*Teman tinder: "Tunggu, kalau di lihat- lihat, difoto kamu agak langsingan ya? Maksudnya bukan berarti mau menghina badan, cuma boleh aku tau kira-kira trik difoto bisa kelihatan langsing bagaimana?"*

In the speech above, a tinder friend speaks about how Lola's picture is slimmer than the real her. This is a violation to maxim of praise and likely cause an emotional damage.

### 3.2.3 Violations in Form of Belittling

The humility maxim is a maxim that revolves around the speaker. That is, the speaker must be humble, minimize admiration, and maximize the speech partner's self-esteem. The speaker violates the principle of humility if he fully praises himself. The following data show a form of violation of the humility maxim:

- (13) *Context: Lydia menelfon Aris saat Aris Bersama raya dan Kinan. Saat Lydia mengangkat telfon di halaman depan rumah tetapi Lydia tiba – tiba datang. (Lydia called Aris when Aris was together with Raya and Kinan. When Lydia picked up the phone, in front of the house Lydia suddenly arrived).*

*Aris: "Kamu ngapain sih."*

*Lydia: "Aku Cuma pengen lihat aja seberapa Bahagia sih keluarga yang kamu pertahankan itu."*

*Aris: "Astaga, jangan aneh – aneh deh."*

In the data above, Lydia stated that she came to see how happy the family that Aris worked so hard to keep. This is a belittlement to the family and was conveyed in cynical manner. This cause a negative impression in the communication process.



The findings are in line with [10, 13, 16, 18, 22]. The studies all focused on violations of language politeness principles. The difference with this study is that the previous studies did not relate their findings to implementation as teaching material.

### 3.3 Implementation as Teaching Material in Indonesian

The potential application of the findings of this research in learning is its development as teaching material in the learning of drama texts for high school phase F. Students will learn about speeches that adhere to politeness principles and utterances that do not adhere to politeness principles. This knowledge, such as how to use polite language, will be useful in social situations in the future. Students can review the language used in films and dramas in this case. The findings of this study show the linguistic elements in the film where the speech adheres to and violates the politeness principle.

The Independent curriculum for drama text material in phase F listening elements guided the creation of teaching materials. The related Learning Outcome (CP): students are able to evaluate various ideas and points of view based on logical thinking principles as a result of listening to various types of texts (non-fiction and fiction) in the form of monologues, dialogues, and speech titles and creating and appreciating ideas and opinions in response to the text being shown to.

The learning material is centered on the film's politeness principles. The learning material for drama texts is a dialogue-style narrative spoken by the narrator and characters. The material presented included the findings of research on language politeness principles such as (1) maximizing respect, (2) intensifying attention, (3) admiration, (4) helping each other, (5) making promises, and (6) caring. Speech (1) "*Apa kabar Kinan?*" is an example of following the politeness principle. The utterance is asking how the partner is doing, which fulfills the wisdom maxim. The speaker shows the most respect for the other person because the more respect shown, the politer the speech is.

Students are expected to speak politely when interacting with others in the community and around them so that they can express their ability to use language and apply the principles of language politeness. For instance, when a student advises his peers or juniors, when a student expresses his approval or disapproval in a class or family discussion, when a student apologizes after making a mistake, when a student expresses appreciation, when a student requests information from another person, and so on. Other. Students can use this drama/film text to critically examine the language used in the film or drama. Students can choose polite words based on the other person's context and the events that have occurred.

Students are expected to be able to use spoken language in context, comprehend film content, and critically evaluate films in polite language. The discovery learning method was used to teach drama text teaching materials. Discovery learning is a learning model in which students learn for themselves rather than being taught by others. The discovery learning model is thought to be appropriate for teaching materials for critically reviewing drama texts [27].

The following is a summary of the learning process. Preliminary, core, and closing activities comprise the learning course. Preliminary activities such as greetings and precession activities by the teacher prepare the environment for learning. The main activities are: 1) Students observe and identify the films or dramas being shown. 2)

Students critically discuss the language used in the film or drama presented. 3) Students present the outcomes of group discussions, and other students and the teacher respond and provide feedback on the outcomes. (4) Reflection on learning outcomes by teachers and students. The teacher provides follow-up, then prayer and farewell conclude the activities.

The findings of this research are in line with [23]. Both focused on language politeness. The subject of research is the difference between the two.

The findings of this research contain 23 examples of compliance and violations of language politeness. The findings of this study were used as teaching materials for drama texts in senior high school class XI, phase F, for the observing element. The Learning Outcome (CP) is: students can evaluate, listen, create, and appreciate ideas and opinions in response to the text they are shown to. Students can critically examine the language used in films and dramas by reading drama and film texts. Students are able to interact politely in all social situations, both in society and in their immediate surroundings.

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