

The Analysis of Dialogues in the ELT Textbook for Senior High School Students using Leech's Maxims of Politeness

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Abstract: This study aimed to analyze the politeness maxims in the government published ELT textbook for Senior High School student. According to Geoffrey Leech's (1983) politeness principle includes six maxims: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. Every maxims has its own purpose so it is necessary for the teacher to understand about each purpose of the maxims. The researcher gathered the dialogues which provide information about maxims of politeness which is represented in the textbook. Textbooks are standard books for instructional purposes which supports the teaching and learning process (Tarigan, 1986: 13). There are some previous researches in using textbook as the instrument. However, mostly the previous researchers are interested in moral value, gender equality, cultural elements and etc. Therefore, in order to explore the use of politeness principle inside a textbook, the researcher interested in conducted a study based on Geoffrey Leech's six maxims theory in an English Textbook for Senior High School students.

Keywords: *Politeness maxims, the ELT textbook*

Introduction

Politeness has become an important aspect in social life. The use of politeness has been considered as type of social norm that happens in such community. According to Holmes (2001, p.4), politeness is the expression of concern for the others feelings. In other words, people have to be polite in order to avoid being rude and maintaining the relationship with others by put concern on others feelings. Politeness strategy is about how we use a language to express regard while speaking to others.

The cultural content can be varied between native speakers and non-native speakers since both speakers can create the language's varieties. Therefore, Yamada (2010) suggested that it is quite important to acknowledge English varieties as learners

and teachers may recognize the cultural background of the materials and bring their own identities and cultures into their interaction. As textbook play important role to improve learners' understanding about different cultural values and their own culture relating to the others (Song, 2013), a careful selection of culture related material in textbook is needed. Given the large amount of ELT textbooks available on the market, research are needed to analyze the appropriateness of the book in representing the cultural-related content. The textbook itself contains various cultural orientations in several countries; whether it is based on target culture, cultural source, or international culture (Gunantar, 2017). The international culture was most likely pushed by various cultures from English or non-English speaking countries which view it as an international language.

As we know, textbook is an essential teaching aids that support the teaching and learning process. The textbook usually consists of content, activity, dialogue and procedures for the classroom's teaching and learning process. Dialogue in the textbook plays an important role in learning a language because it represents the conversation in real life. Thus, the teachers are required to deliver material creatively and following the standard book published by the government.

There are some previous researches in using textbook as the instrument. However, mostly the previous researchers are interested in moral value, gender equality, cultural elements and etc. Therefore, in order to explore the use of politeness principle inside a textbook, the researcher interested in conducted a study based on Geoffrey Leech's six maxims theory in an English Textbook for Senior High School students.

Politeness Principle by Leech's Theory

Politeness is the strategy of using language to communicate with other people. It is a behavior that is characterized by being respectful and considerate of other people. It also encourages people to be careful and acting appropriately in social interaction. Geoffrey Leech (1983) defines politeness as a type of behavior that allows the participants to engage in a social interaction in an atmosphere of relative harmony. Leech divided the principle into six maxims: 1.) tact maxim 2.) generosity maxim 3.) Approbation maxim 4.) modesty maxim 5.) agreement maxim 6.) sympathy maxim.

a. Tact maxim

In tact maxim, the speaker must minimize cost to other and maximize benefit to other. In other words, the speaker must reduce the benefit for self and develop the

benefit for other in the conversation. Therefore, the speaker is not allowed to ask the hearer to do something but rather expressed in indirectly and give the hearer freedom to choose. The example of tact maxim can be seen below:

Girl : Would you like to go to movies? (U1)

Boy : I would loved to, but not right now.

In this conversation, the girl is following the rules of tact maxim by saying the underlined utterance. If the girl say, "Let's go to the movies right now!" It will be flouting the maxim because the speaker tends to force the hearer to go with her to the movies at the very moment. As we know in tact maxim, we should let the hearer choose their preference or needs. In the underlined utterance above, the speaker still gives the hearer an option to agree to go to the movie or disagree because it refers to an invitation.

b. Generosity maxim

The basic principle of generosity maxim is the speaker try to minimize the benefit to self and maximize cost to self. In specific, the speaker should avoid to give disadvantage to the hearer. Instead, the speaker should give the advantage to the hearer rather than to self. Take a look on the example below:

Yanti : Mr. Suharto, my husband and I are celebrating our 3rd wedding anniversary. We would like you to join us. (U16)

Mr. Suharto : Oh, thank you! I would be delighted to. When is it?

The utterance that being underlined follows the rule of generosity maxim because Yanti as the speaker in this dialogue is inviting Mr. Suharto who acts as the hearer. In this dialogue, Yanti maximizes the cost and minimize the benefit to herself because she would give Mr. Suharto foods, cake, and other things in a common wedding anniversary.

c. Approbation maxim

Approbation maxim occurs when the speaker minimizes the dispraise of self and maximize the praise of other. In this type of maxim, the speaker is not allowed to say unpleasant things that could hurt, annoy, mock, insult, or even humiliate the hearer. Instead, the speaker should praise the hearer to make them feel respected and maintain the relationship that they have.

Girl 1: Tell me what I can do and I will start it right away

Girl 2: Thank you! You are an angel. (U10)

In the dialogue above, we can see that the underlined utterance belongs to approbation maxim because it contains a praise utterance of other. Normally, we would be thanking someone whose willingly give their hand on us. However, in this dialogue, the girl 2 express her grateful after given an offer for a help by thanking and praising the girl 1. The girl 2 expresses her praise using a direct utterance "You are an angel" even though the girl 1 isn't one. In this case, the girl 1 is being respected by the girl 2. On the contrary, if the girl 2 replies by saying "As you should!" This would be violating the rule of approbation maxim because it would make the girl 1 who is the hearer in this dialogue feel uncomfortable.

d. Modesty maxim

Modesty maxim means that the speaker must minimize the praise of self and maximize the dispraise of self. The rules in applying modesty maxim is to minimize the self-compliment and maximize the self-reproach.

Girl 1: You look tired. What is going on?

Girl 2: I am working on my project paper. It is due tomorrow.

I don't think I will be able to finish it. (U6)

The underlined utterance above includes a modesty maxim because it contains the dispraise of self. Girl 2 as the speaker believes that she develops mock of self and diminishes praise of self by saying she is not able to finish her project paper tomorrow.

e. Agreement maxim

In agreement maxim, the speaker tends to minimize the disagreement of self and other, and maximize the agreement of self and other. In other words, the speaker should avoid any kind of disagreements and develop the agreements to the hearer.

Girl 1 : Would you like any help?

Girl 2 : Yes please. I would really appreciate it.

The girl 2 who is the speaker in this dialogue shows the implementation of an agreement maxim. Her utterance tells that she has the same intention with the girl 1. The girl 2 agree to receive the intention of the girl 1 who wants to help the girl 2 respectfully. On the contrary, if she replies with any kinds of rejection, it would be considered as impolite because it contains disagreement and breaks the basic principle of agreement maxim.

f. Sympathy maxim

Sympathy maxim's basic principle is all speech participant should be able to maximize the attitude of sympathy with one another. Any kind of antipathy of one another would be regarded as impoliteness. In this type of maxim

Girl 1: You look tired. What is going on? (U5)

Girl 2 : I am working on my project paper. It is due tomorrow.

I don't think I will be able to finish it.

The girl's 1 utterance in underlined above refers to sympathy maxim. In sympathy maxim, the speakers tend to show off their worry of the other. In this dialogue, the girl 1 use a direct expression to check on the girl 2's condition.

Dialogues in Textbook

Textbooks in today's trend of language teaching and learning is very important and is one of the topics that attracts many researchers. The topics of textbooks analysis are varied, one of them is politeness principle. According to Leech (2014:35) Politeness principle is a principle that can be observed, breached, suspended, or flouted There are six maxims that will be observed from the text book: 1.) tact maxim 2.) generosity maxim 3.) Approbation maxim 4.) modesty maxim 5.) agreement maxim 6.) sympathy maxim.

Textbooks are standard books for instructional purposes which supports the teaching and learning process (Tarigan, 1986: 13). The textbook implementation is based on curriculum-based learning objectives. Based on PERMENDIKNAS Number 11 in 2005, textbooks are defined as contained learning materials in the context of increasing faith and piety as the mandatory reference for use in schools.

We can conclude that textbooks are a systematically collection of knowledge that are based on the predetermined curriculum as a guide for educators and a tool for students in understanding learning and created by experts in their respective fields, Textbook contain specific subject matter, and have met the indicators.

For the last several years, the studies on politeness principles have been conducted by some researchers. For example, Sari (2021) has investigated the realization of leech's maxims in students' interaction. This study revealed that during the interaction among the students, five maxims has been demonstrated well among the students' interaction. The only maxim that was not realized by the student is modesty maxim because the students didn't talk about anything related to the praising itself.

Nurdiyani (2022) in their study of the students' politeness to lecturers in whatsapp application reports that five maxims are found in it. During the communication with the lecturers in whatsapp group messages, the students are wildly use modesty maxim. This shows that the politeness of students in a humble attitude exceeds other politeness.

Mahmood & Badran (2020) has analyzed e Shakespeare's The Merchant of Venice in light of the application of Leech's politeness maxims. The maxims of tact, generosity, approbation, agreement, sympathy and modesty were all examined to discover the strategies that are used by the characters. The study also examines the way in which the six maxims are employed in the extracts.

The above research findings show that the study of textbook analysis using leech's maxims of politeness principle is still under investigated. Mostly, the previous researchers are preferring to conduct their research in a movie or classroom interaction. Therefore, the researcher is interest to explore the use of leech politeness theory through an English textbook.

Research method

In order to answer the research question, the design of this research is descriptive qualitative research using discourse analysis. Creswell (1994) said the descriptive research is to gather information about present existing condition. Creswell (2012, p. 274) explained the purpose of descriptive method is to find a detailed explanation and description about the object of the research systematically. Meanwhile, Discourse analysis is a broad term for the study of the ways in which language is used in texts and contexts.

This study focuses on the analysis of six maxims by Leech in the ELT textbook for XI grade of Senior High School entitled Bahasa Inggris. This book was also used by students in Senior High School 01 Kencong, Jember. The ethnicity of the students are mostly Javanese. According to Vygotsky's Sociocultural Theory, he describes learning as a social process and the origination of human intelligence in society or culture.

According to Denscombe (2010), there were six procedures of collecting the data in the textbook for this research:

a. Sample of the text election.

- b. Text breaking into component units
- c. Data categorization.
- d. Data coding.
- e. Data frequencies counting.
- f. Data analysis.

Arikunto (2000) stated that document analysis analyzed the information which are in the form of documentation, such as picture, recording, and written document. The data that were analyzed in the form of dialogue inside an English textbook entitled Bahasa Inggris for XI grade students. Leech theory of Politeness principle will be used as the theory in analyzing

Findings and Discussion

Based on the research on Bahasa Inggris for grade eleventh, it was found that the six types of maxim were found in this book. The results of this finding will be present in a table below.

Types of maxims	Strategies	Data
Tact Maxim	Minimize cost to other Maximize benefit to other	U1, U7, U11, U13, U14,
Generosity Maxim	Minimize benefit to self, Maximize cost to self	U9, U15, U16
Approbation Maxim	Minimize dispraise to other, Maximize praise of other	U10
Modesty Maxim	Minimize praise to self, Maximize dispraise of self	U6
Agreement Maxim	Minimize disagreement between self and other,	U2, U3, U4, U8, U12, U17, U18

	Maximize agreement between self and other	
Sympathy Maxim	Minimize antipathy between self and other, Maximize sympathy between self and other	U5

a. Tact Maxim

The basic principle of tact maxim, the speaker must minimize the cost to other, and maximize the benefit of other. In tact maxim, we should not give pressure to the hearer but rather gives freedom. The example of the phenomena containing the tact maxim is written below:

Girl : Would you like to go to movies? (U1)

Boy : I would loved to, but not right now.

The utterances in underlined above belongs to tact maxim. Tact maxim refers to the the principle that the speaker must reduce the benefit for themselves and develop the benefit for others. In U1, the girl is asking to the boy nicely if he want to go to the movies. The girl in here is reducing the benefit for herself and developing the benefit to the boy because it implies that if the boy wants to go to the movie, the girl will accompany him, but she doesn't give pressure to the boy that he must come with her to the movie so it would give benefit to him.

b. Generosity Maxim

In generosity maxim, the speaker tends to minimize the benefit to self and maximize cost to self. The purpose of this maxim is the speaker's profit as small as possible and make the loss as huge as possible (Kurniawati, 2014). The example of the phenomena containing the generosity maxim is written below:

Girl 1: Tell me what I can do and I will start it right away. (U9)

Girl 2: Thank you! You are an angel

In this dialogue, the girl 1's utterance is being underlined because it belongs to generosity maxim. The utterance state that the girl 1 is willing to help the girl 2 at the

very moment. This utterance brings advantage to the hearer but disadvantage for the speaker itself.

c. Approbation Maxim

Approbation maxim means that the speaker has to reduce the dispraise of other and maximize the praise of other. In this maxim, we should avoid to mock, insult or humiliate of other which make other people feel not comfortable. The example of the phenomena containing the generosity maxim is written below:

Girl 1: Tell me what I can do and I will start it right away

Girl 2: Thank you! You are an angel. (U10)

The utterance in underlined above follows the rule of approbation maxim because it tends to maximize the praise of other. Girl 2 as the speaker state that Girl 1 as the hearer is an angel because she is willing to help her right away. Girl 2 expresses her praise for Girl 1 and avoid the mock, insult and humiliate the Girl 1.

d. Modesty Maxim

The rule of modesty maxim is to minimize the praise of self and maximize the dispraise of self. In modesty maxim, the speaker is expected to be humble by lower their praise. The example of the phenomena containing the modesty maxim is written below:

Girl 1: You look tired. What is going on?

Girl 2: I am working on my project paper. It is due tomorrow.

I don't think I will be able to finish it. (U6)

The underlined utterance above includes a modesty maxim because it contains the dispraise of self. Girl 2 as the speaker believes that she develops mock of self and diminishes praise of self by saying she is not able to finish her project paper tomorrow.

e. Agreement Maxim

The basic principle in agreement maxim is to minimize the disagreement of self and other, and maximize the agreement of self and other. The example of the phenomena containing the agreement maxim is written below:

Mr. Suharto : Oh I would be delighted to. When is it?

Yanti : On Sunday at 8 p.m. in the Balai Kartini

Mr. Suharto : OK, I will be there. (U17)

The way Mr. Suharto replies to Yanti's invitation for him to come to her wedding anniversary refers to an agreement maxim. He develops the agreement really well and reduce the disagreement to zero. He expresses that he is willing to come to the wedding anniversary.

f. Sympathy Maxim

Sympathy maxim occurs when the speaker minimizes the antipathy between self and other, and maximize the sympathy between self and other. In this type of maxim, we need to show care and sympathy to the other. Therefore, we can keep their feelings. The example of the phenomena containing the sympathy maxim is written below:

Girl 1: You look tired. What is going on? (U5)

Girl 2 : I am working on my project paper. It is due tomorrow.

I don't think I will be able to finish it.

The underlined utterance above refers to sympathy maxim because the girl 1 as the speaker worries about the girl 2 who is the hearer in this conversation. Sympathy maxim happens when the speaker care about the hearer situation, and express her sympathy.

Conclusion

The result of the study showed that the numbers types of maxims in the textbook entitled Bahasa Inggris for 11th grade students has six types of politeness maxims. The maxims that were found are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim are all found in this book.

The highest frequency maxims that were found in the textbook are agreement maxim. The agreement maxims in the textbook were found in U2, U3, U4, U8, U12, U17 and U18. The high use of the agreement maxim in the textbook demonstrates that the agreement maxim was very important to use in dialogue because the use of dialogue in this textbook was not only an example of learning English but can also be

an example of learning about behavior and how to apply politeness principle such as reducing conflict with other people.

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