

Kadazandusun Language Politeness in IPG Student Lectures

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Abstract

Kadazandusun language politeness from Sudawil (poetry) traditional Kadazandusun poetry, dislike of honesty (Norjietta Taisin, 2014). Comply to the rules of communication and avoid impolite speech (Fraser & Nolen, 1981). This study examines the Kadazandusun language politeness of six lecturers and nine students in lectures. Before conducting the interview, the researcher made an appointment with the participants to determine the time to observe the lecturer conducting a lecture with the IPG students. Interviews were recorded in audio and entered into Nvivo 12 plus to be interpreted to obtain themes, categories and coding. The findings of the study show that lecturers and students think that politeness in Kadazandusun language helps in the usage of politeness in Kadazandusun language in lectures with a polite attitude, voice and intonation, polite and elegant choice of words and sentences, greetings, correct calls and appropriate language style. In this study, a sub-theme that contributes to the formation of lecture themes related to aspects of Kadazandusun politeness has been formed from the knowledge and experience of lecturers and students who consequentially use Kadazandusun politeness during lectures. A discussion about the use of politeness in Kadazandusun in lectures and suggestions to increase the potential use of politeness in Kadazandusun.

Keywords: Politeness, Kadazandusun Language, Lectures, Lecturers and Students

Introduction

Kadazandusun language politeness in IPG student lectures, exists in the content of traditional sudawil poems (poems) with the use of gentle, polite and elegant words and contains implicit language that is meaningful and related to the use of language politeness in Sabah IPG student lectures. Through sudawil (poetry) plays an important role in the life of the Kadazandusun people to deliver moral messages that are filled with moral-moral or honourable values (Kiting et al., 2016).

The lecture is an introduction to the topic in general that will be presented to the students. The lecturer determines the content to be included in the lecture and then prepares a set of notes on the material. When the lecturer delivers a lecture, a stimulation to the students is necessary to help attract the attention of the students, keep track of the students mental aspect, and have a clear presence of the students physically.

In the lecture, the lecturer will use formal language to introduce the subject that covers all aspects briefly and discuss only the main points. Moreover, the lecturer tells what to read. Because the lecture has a format, it is easier for students to concentrate when the lecturer delivers the lecture.

The lecturer performs the lecture starting with the introduction of the topic and the main purpose of the lecture. Then state about the theories in the subject field. Next make a discussion of the theories how the theory can be used. In lectures, lecturers use Power Point presentations and students only have to listen to lectures and copy the most important notes only.

In addition, the lecturer must be on time, in the last 5 minutes of the class period, and ensure that the lesson ends in an organized way by summarizing only the main points, or asking the students to do so. After the lecture, the lecturer posts the slides on the college website or as another way how students can get a copy of the lecture notes that the lecturer has delivered.

This study examines the politeness of Kadazandusun language during lectures by the usage of polite, correct, appropriate and good language as well as subtlety, gentleness, which is politeness and good manners verbally or in writing. Speaking politely is guided by certain rules, namely linguistic rules, sociolinguistic rules and pragmatic rules (Asmah, 2002:08).

Meanwhile, Nik Safiah, 1981:04 explains that language politeness can be seen when a person communicates with others by looking at the language used whether it is harsh or fine language. Therefore, IPG students should know the way to speak such as greeting the lecturer with the correct tone and intonation as a polite practice for every student during lectures.

Next, actions such as not answering questions when the lecturer asks, keeping quiet and ignoring the questions given should be avoided because such actions show a student's language disrespect towards the lecturer. In such a case, students should practice good manners to avoid lectures from being interrupted and not being on time. The practice of not being polite does not benefit the students, in fact it is very costly (Noor Fadilah Dawi & Asiah Abas, 2020). Teo Kok Seong (2003) language politeness is the use of polite language that aims to respect, prudence towards someone when speaking are those who are considered polite.

Language politeness, according to Brown and Levinson (2000:41-42), is naturally a prototype. exhibition in conversation and other types of face-to-face exchange. Beside that, linguistic politeness is socio-culturally performed and observed as well as in the way of speaking, such as in the form of style and use of language. Furthermore, language politeness is also done as a ritual and religious speech. Although the norms and values of language politeness are diverse across languages, but politeness itself is universal. All normative and

cultural people believe that those who speak politely may have positive rewards and it is very acceptable in communicative events.

Politeness is an important aspect of pragmatic competence. Mills states that politeness is the speaker's 'expression of willingness to minimize the face threat brought about by certain threatening actions against others' (Mills, 2003:6. In Karimnia, 2018). Foley (1997:270-275) argues that politeness is a battery of social skills whose goal is to ensure that everyone feels affirmed in social interactions or in any form of verbal communication. The linguistics of politeness is essentially correcting the insults faced by the face-threatening act to be handled. In addition to intercultural communication, politeness is also important in cross-cultural linguistic interaction. Therefore, language politeness and politeness strategies are necessary from a socio-cultural point of view in verbal communication, both in the form of face-to-face communication and in writing. It can be stated very highly that the politeness of the language and the style of the language in the interaction together in achieving the success of communication and the high value of linguistic expression.

Yule (1998), said that politeness, in verbal interaction (language politeness), can be defined as the means used to show awareness of the other person's face. Hence that, this practice of politeness is important for students to know so that they should always practice polite language. Therefore, the students are the future heirs who will face the new norms in the present. By knowing the politeness practices that practiced in daily life, they will be careful in choosing the right words towards lecturers and the wider community, especially when dealing with the school community where IPG students will be sent to undergo practicum and then carry out their duties as teachers later on.

Based on previous studies, the researcher has referred to several studies on language politeness. Among them Bagu & Baga (2017: 16-18) in their book entitled: 'Lilihis Tungkusun Tinaru Dusun', tells about the teaching of moral values in religion, culture and social. While Gitang (2010) has also written a book: 'Sudawil Ponotudukan', containing the values of politeness in the Kadazandusun language that can be applied to the Kadazandusun community.

Seong (2003) the use of polite language intended to be respectful, prudent and polite. Asnida binti Gani (2019) politeness of language is compatible with the civilization of the Kadazandusun community who speak the Kadazandusun language. Sara Beden (2018:55) the use of intonation, body language, eye gaze and the choice of greeting words are prioritized to ensure that the message is received and understood well. Fraser & Nolen (1981) language politeness can create social harmony to adjust the use of language according to the atmosphere and social activities performed. Riduan Makhtar and Abd Ganing Laenkang (2016) examine aspects of the practice and assessment of language politeness in meeting situations, involving students and lecturers.

Noriati (2005), affirm that politeness is the use of appropriate words, does not cause conflict and always takes care of the listener's expression. Next, for the opinion of Sara & Indirawati (2016) conflict can be avoided to achieve communication objectives. Furthermore, according to Tenas (2011:11), politeness in language can be facilitate and smoothen relationships with each other.

The study of the politeness of lecturers with students can emphasize the aspects of politeness, respect and formality, while politeness in the lecture class is translated into apologizing to the lecturer and responding when asked or asked to give answers to questions given to them. In relation to that, this study can help the parties involved in the formulation of the Kadazandusun language curriculum at the Malaysian Ministry of Education and the Malaysian Institute of Teacher Education.

In order to strengthen this study, theories of politeness that have been built by previous writers are examined and compared. Research theories are the basis to be used as a research framework which is very important to ensure that this study achieves its goals. Brown and Levinson's theory (1987) maintains face and politeness including face-threatening and face-saving actions. Politeness is a face consisting of two related elements: a positive face and a negative face. The positive face is defined simply as 'self-image' while the negative face is the desire to have freedom. In relation to that, theory is the foundation of research in order to be able to lead to the objectives that have been set. Brown & Levinson's theory (1987) is used because it is closely related and compatible with studies related to politeness in speaking in the lectures of IPG Sabah students. This study basically uses a combination of theoretical frameworks modified from Ibnu Muskawaih (1030), al-Qabisi (1955), al-Ghazali (1967), Abdullah Nasih Ulwan (1976).

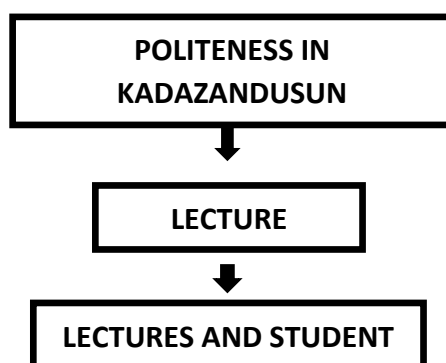


Figure 1: A combination of theoretical frameworks modified from (Ibnu Muskawaih, 1030) , (al-Qabisi, 1955) , (al-Ghazali, 1967) and (Abdullah Nasih Ulwan, 1976).

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Objective

The researcher has set the objectives of the study related to the politeness of Kadazandusun in the lectures of Ipg students

I. Studying the use of Kadazandusun politeness in IPG students' lectures.

Research Methodology

This study involved 6 lecturers and 9 Kadazandusun language students. The students involved are students who are taking the Kadazandusun language course at IPG and while the lecturer is teaching the Kadazandusun language. The study was conducted for 6 months, the researcher made observations, took documents and conducted interviews. Data analysis

using Nvivo plus 12 software. The researcher conducted interviews by recording in audio. Furthermore, the audio recordings are transcribed and entered into the Nvivo 12 Plus software to obtain themes, categories and coding. The findings help the researcher to see the use of politeness in the Kadazandusun language during lectures.

This study uses a qualitative research design through a phenomenological approach which is felt to be very appropriate to the title of the study. The use of Kadazandusun language politeness in Sabah IPGM student lectures. In general, qualitative research is one of research design based on 'by word' and 'picture' as stated by Mile and Huberman (1994) or a study made using description and reporting verbatim (sentence by sentence or phrase by phrase) without any statistical insight. Patton (1990) defines qualitative research as; a research process that is 'orientation' through various types or forms of research that use a phenomenological approach.

The selection of a research method must be appropriate and appropriate to answer the research question (Creswell, 2007). With that, the qualitative approach allows explanations related to a person's experience and knowledge to be carried out in depth and comprehensively (Silverman, 2013; Merriam, 2009).

According to Micheal Quin Patton (1990), suggests several sampling strategies that aim to better understand unusual phenomena. Therefore, the researcher has made a purposeful sample selection among Kadazandusun language lecturers and students. The sample that was selected was a total of six lecturers and nine Kadazandusun language students from the study location, IPG Sabah. A purposive sample or one that is actually selected because it meets all the criteria, characteristics and contains information as required in the study. Babbie (2002) explains that purposive sampling is the selection of study participants based on the researcher's judgment to select the most useful and appropriate sample and meet the needs of the study's purpose. Sample selection aims to provide a lot of relevant information (Silverman, 2002).

Politeness in a wider context does not refer to politeness of language alone but also refers to non-verbal aspects such as behavior, facial expressions and tone of voice. Accordingly, this qualitative research is used to clarify problems and develop a detailed understanding of the main related phenomena (Creswell, 2012).

Research data was obtained through an interview protocol and a pilot study was conducted on Kadazandusun language lecturers and students. Nodes (themes, categories and codes) were obtained through transcription using Nvivo 12 plus Software.

Findings and Discussion

The importance of the use of polite language Kadazandusun lecturers and students in lectures refers to a polite attitude, polite voice and intonation, polite and elegant choice of words and sentences, greetings, correct calls and appropriate language style. In this study, the researcher has found a sub-theme that contributes to the formation of the lecture theme related to aspects of politeness in the Kadazandusun language that need to be taken into account. The importance of using Kadazandusun politeness in lectures is formed from the knowledge and experience of lecturers and also students who indirectly use Kadazandusun

politeness during lectures. Next, the theme of the lecture is discussed to develop a clearer display of the first question which focuses on the importance of using politeness in Kadazandusun language from a total of six lecturers labeled as Ros, Vic, Jam, Sie, Red and Ami. While a total of nine Kadazandusun language students labeled as Fat, Cha, Ely, Cle, Ron, Ela, Mer, Ern and Wai. The findings of the research data are obtained from the interviews of lecturers and students related to lectures.

Lectures can be formed when students pay attention to follow lectures based on sub-themes and codes in aspects of politeness in the Kadazandusun language which is the first sub-theme under the lecture theme. All of the six lecturers and the nine student participants in the study opined regarding the aspects of politeness in lectures as follows:

Table 1
Lecturer

Theme	Category	Code
Lecture Lecturer	Polite conversational style, reprimands not scolding. When the student speaks or talks we see him and listen. Polite conversation style from the aspect of politeness	<Files\\TB1ROSPEN> - § 5 references coded [10.79% Coverage]
	using language such as 'osonong kosuabon' (good morning) greeting students 'okuro-kuro no habar nu" (how are you), 'nakakan ko no kosuabon' (have you had breakfast) and then using appropriate pronouns	<Files\\TB2VICPEN> - § 1 reference coded [5.40% Coverage]
	Greetings through polite and friendly approach do not hurt the hearts. Until the end of the interaction or lecture, finish politely. How to reprimand using friendly and open minded language.	(<Files\\TB3JAMPEN> - § 3 references coded [2.88% Coverage])
	Calm down 'you pray first' pray first. deliver this lecture calmly, without bringing emotions to scold students 'try to be humble all the time' 'lah 'and' we need to be polite. it is better for the student to 'stop' the work for a while, take a breath, when it's okay then continue so that we can teach more politely and more calmly	(<Files\\TB4SIEPEN> - § 2 references coded [3.43% Coverage].
	The polite aspect of language is not used 100%. To liven up a class is too much according to the rules of politeness sometimes the class is not liven up. We will see a lot, the politeness of language based on the aspects in the lecture between the lecturer and the students.	<Files\\TB5REDPEN> - § 1 reference coded [4.64% Coverage]
	using words like let's say I say yoku or yoho, I use gentle and humble words, not the same as with an arrogant tone or a tone that says "I'm bah ini!". When conducting lectures with IPG students is where we are talking, what topics we are discussing	<Files\\TB6AMIPEN> - § 2 references coded [6.67% Coverage].

Table 2

Lecturer

Theme	Category	Code
Lecture	polite conversational style	TB1ROSPEN
	'osonong kosuabon', 'Okuro-kuro noh habar nuh', and 'nakakan koh noh kosuabon'	TB2VICPEN
	greetings and using simple language, friendly lecture delivery, joking, politeness and respectful	TB3JAMPEN
	deliver this lecture calmly, without bringing emotions to scold students, need to be polite	TB4SIEPEN
	use polite language, not too serious	TB5REDPEN
	yoku' or 'yoho' in a soft tone	TB6AMIPEN

Tables 1 and 2 show the perception of Lecturer 1: stated about a polite conversation style, not scolding and when talking to students, the lecturer should listen to them. Lecturer 2: greet the students using Kadazandusun language 'osonong kosuabon' good morning, 'okuro-kuro no habar nu', how are you, 'nakakan kono kosuabon' have you had breakfast. Lecturer 3: friendly greetings that are polite, mutually open-minded and do not hurt feelings during the lecture and until the end of the lecture. Lecturer 4: before starting the lecture you should calm down and pray and not bring unhealthy emotions that cause anger. The students calmed down and the lecturers continued to work politely. Lecturer 5: The lecturer does not fully use the politeness of the language because the lecture class is not lively, but politeness is still maintained between the lecturer and the students. Next Lecturer 6: using the word Kadazandusun 'yoku' or 'yoho' in a gentle and non-arrogant tone 'saya bah ini' when the lecturer conducts the lecture. This finding supports the results of Awang Sariyan's (2007) study that politeness refers to politeness, subtlety in the use of language. Meanwhile, Lakoff (1975) politeness is an act that can maintain harmonious communication. Asmah Hj Omar (2000) everyday language that does not show concern, anger and offensive. This application allows lecturers and students to stabilize the use of polite Kadazandusun language in lectures.

Table 3
Analysis of Themes, Categories and Codes (Student)

Theme	Category	Code
Lecture Student	Lectures are conducted in a relaxed manner but aspects of language politeness are still taken into account such as the way the lecturer calls his students or the way the students call the lecturer. For example, the lecturer will not call like at home like 'ugou', in fact he is formal but formal at home in a lecture is not.	<Files\\TB1FATPEL> - § 1 reference coded [4.60% Coverage]
	In language politeness there are two aspects which are verbal and non-verbal communication so both aspects of language politeness such as the use of greetings, polite language and the use of appropriate terms in writing or verbally so that they can be understood more clearly by the students.	<Files\\TB2CHAPEL> - § 1 reference coded [4.77% Coverage]
	Aspects of language politeness that need to be given attention is correct greetings, the correct use of nicknames, the correct style of language	<Files\\TB3ELYPEL> - § 1 reference coded [2.48% Coverage]
	The correct greeting to students through intonation or tone of voice, for example calling can't use offensive words, don't call 'oi', you must know who's name, if you don't know, you can use a sweet call more comfortable	<Files\\TB4CLEPEL> - § 1 reference coded [4.56% Coverage]
	The polite aspect of language is not used 100%. To liven up a class is too much according to the rules of politeness sometimes the class is not liven up. We will see a lot, the politeness of language based on the aspects in the lecture between the lecturer and the students.	<Files\\TB5REDPEN> - § 2 reference coded [3.43% Coverage]
	Appropriate nicknames for rank and age 'gundohing' (Mr.), 'zandi' (madam). Aspects of voice politeness when speaking	<Files\\TB5RONPEL> - § 1 reference coded [3.41% Coverage]
	Lectures in the Kadazandusun language, the lecturer will politely teach 'alinuud' in the Kadazandusun language, when entering the class, make the greetings 'salam sejahtera', 'good morning' and say hello. If students say things that are not good, reprimand them with advice	<Files\\TB6ELAPEL> - § 2 references coded [3.93% Coverage]
	Aspects of language politeness that need to be taken into account during lectures are language style and also expression. This expression is for example body language such as facial expressions, smiles and also responses to students or the use of appropriate language in communication	<Files\\TB8ERNPEL> - § 1 reference coded [4.78% Coverage]
	Aspects of language politeness that need to be taken into account during lectures are language style and expression. This expression is for example body language, facial expressions, smiles and also responses to students or the use of appropriate language in communication, language style, adjusting the language of word selection and also in terms of facial expressions or body gesture style when delivering a lecture to students	<Files\\TB9WAIPEL> - § 1 reference coded [5.44% Coverage]

Table 4

Analysis of Themes, Categories and Codes (Student)

Tema	Kategori	Kod
Kuliah	the way lecturers call students 'ugou'	TB1FATPEL
	polite and appropriate use of greetings	TB2CHAPEL
	correct greeting	TB3ELYPEL
	greetings, intonation, tone of speech that is not offensive	TB4CLEPEL
	rank and age 'gundohing' for Mr., 'zandi' for Mrs	TB5RONPEL
	greet 'salam sejahtera', 'good morning', say hello and address based on age 'zandi'/ma'am, sir/'gundohing'	TB6ELAPEL
	lecturers will politely teach 'alinuud' in the Kadazandusun language	TB7MERPEL
	facial expressions, smiles and also responses to students or the use of appropriate language in communication	TB8ERNPEL
	language style, language adjustment of word selection and also in terms of facial expressions or the style of the lecturer's body gestures	TB9WAIPEL

Tables 3 and 4 show students' perceptions of the use of politeness in speaking Kadazandusun Student 1: the way the lecturer calls students 'ugou'. Student 2: polite and appropriate use of greetings. Student 3: greetings, intonation, non-offensive tone of voice. Student 4: greetings, intonation, non-offensive tone of voice. Student 5: rank and age 'gundohing' for Mr., 'zandi' for Mrs. Student 6: make greetings 'salam sejahtera', 'selamat pagi', say hello and titles based on age 'zandi'/ma'am, sir/'gundohing'. Student 7: the lecturer will politely teach 'alinuud' in the Kadazandusun language. Student 8: language style, adjust the language of word selection and also in terms of facial expressions or the lecturer's body gesture style. Students generally think that the use of polite language is more appropriate to strengthen their mastery of speaking skills. With that, based on the Code, it was found that the use of Kadazandusun politeness by IPGM lecturers and students in lectures is very good.

Conclusion

Overall, this study has examined the use of Kadazandusun language by IPG lecturers and students during lectures. As a result of findings through analysis of themes, categories and coding, it was found that lecturers and students practice and fully use Kadazandusun language politeness in lectures.

The use of Kadazandusun politeness in lectures is very helpful for students to improve the quality of Kadazandusun politeness. With that, Kadazandusun language students can be ready when they graduated and are sent to work at school. The findings of the study show that overall, the use of Kadazandusun politeness in lectures is very high. The examples of language politeness that have been shown by lecturers in lectures can provide supplies to students after they graduate and are sent to work at school.

In that case, the objectives of the study have been set to be achieved. Further research on the use of politeness in Kadazandusun on student performance can be carried out in the future to prove the effectiveness of practicing politeness in Kadazandusun.

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