Malay Language Politeness Practice Among Secondary School Students

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ABSTRACT
A study on the Malay language politeness among secondary school students was conducted to measure the extent to which students practice linguistic politeness when they are in a variety of situations at schools. The study also aims to analyze the effects of language politeness on students' self in school. This study is in the form of a survey, an inference study that encompasses quantitative data collected via the questionnaire. The statistical data collected consist of 300 secondary school students from 3 different schools in Selangor. Questionnaire forms were the main instruments in this study. The results showed that there are significant differences in the language politeness practice in varied situations. Based on the data, 38.80% of the respondents answered the questionnaire and agreed to the language politeness practice in school. In contrast, the total number of respondents disagreeing with the practice was only about 12.10%. Therefore, this meaningful outcome may help researchers and students, in particular, to practice language politeness in the context and situations needed at all times as it ultimately benefits their character and personality development.

Keywords: Malay language politeness, school students, effects
1. INTRODUCTION
Changes in the world based on technological advancements play a huge role in human interaction. Social technology has enabled humans to communicate in a modern manner via online platforms either true calls or video chatting. The existence of many communication platforms has made people speak out without much concern on ethics and linguistic politeness. Online communicative media such as portals and social websites are being used by people of different groups, especially students in Malaysia. Such techniques are being used not only to deliver content or information but also to illustrate their emotions. Emily Drago (2015) suggested that technology harms both the quality and quantity of face-to-face communication. Despite individuals’ awareness of the lower face-to-face communication as a result of technology, there is little to no effort shown to mitigate this. As such phenomenon occurs, the technology has damaged the concept of language politeness among these students in their daily life. Therefore, face-to-face communication and the quality of conversations in the Malay Language should be discussed.

2. RESEARCH OBJECTIVES
This research is conducted based on the objectives below:
1.1 To identify the extent to which students use language politeness when they are in different contexts and situations at school
1.2 To analyse the effects of practising language politeness on students’ self at school.

3. RESEARCH QUESTIONS
The research questions that we took into account in conducting this research were:
1.1 What are the problems that prohibit the language politeness practice in communication at school?
1.2 To which extent does the effect of language politeness influence students at school?

4. LITERATURE REVIEW
The model often used in research on competency is the one proposed by Hay Mcberg in 1996. This model focused on three important components to increase individuals' competence: knowledge, skills, and personality (Malaysia Ministry of Education, 2017). Some of the researches that highlighted this model include the one done by Mohd Nasri Abdullah (2017). Besides, the research studied by Norfariza & Nur Fadhillah (2018) combined Hay Mcberg’s competency model with the one from Syed Jaafar Syed Ali’s (2014) research in their theoretical layout to form a conceptual theory that has a specific view on knowledge, skills, and attitude. Some other researchers have made use of this model as a benchmark to their works’ quality, for instance, Tengku Noorainun Tengku Shahdan (2016) used Iceberg Hay Mcber’s model as one of her research's models (Tengku Noorainun, 2016).

The research was conducted by Ahmad Fuad Mat Hassan, Hishamudin Isam, and Mashed Abd. Muthalib (2017) was about the language politeness focusing on students at university levels; Universiti Utara Malaysia (UUM), Sintik, Kedah. The sample chosen included 517 students from UUM to respond to the questionnaires constructed (Ahmad Fuad et al., 2016). Besides, Kalthum Ibrahim and Nur Faezah Kamaruzaman’s cooperative research (2017) was about language politeness in MeleTOP Talk Show. Based on this research, particularly the value of linguistic politeness is highly dominant in that TV show. Clearly, this explains that Malaysians do practice language politeness, even in entertainment-based programs (Kalthum & Nur Faezah, 2017).

5. RESEARCH METHODOLOGY
This survey-based research is descriptive research that encompasses quantitative data collected via questionnaires. Data collected from the samples were analysed and presented in statistical form. Statistical findings were used to conclude the criteria of the observed population. This survey study collected data from 300 school students studying in 3 different schools.

6. RESEARCH SAMPLE
The sample chosen for this research consists of 300 secondary school students from three different schools in Selangor. About 100 students were selected as respondents from each school.

7. RESEARCH INSTRUMENT
This research only used a questionnaire as its primary research instrument. It consisted of 2 main sections, namely the demography section; Section A (The Practice of Language Politeness), and Section B (The Effect of Practicing Language Politeness). The first part of this questionnaire contained questions about

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demography such as gender, race, course of study, parents' job, parents' education level, parents' income, and school category. Section A consisted of 20 questions on language politeness practice among students, while Section B included 10 questions about the effects of practising language politeness. The Likert scale consisted of 5 scales; Completely Disagree, Disagree, Slightly disagree, Agree, and Completely Agree. 300 respondents who are school students in Selangor were chosen to complete the questionnaires.

8. FINDINGS

Graph 3: Frequency and percentage of language politeness practice and its effects on students’ self.

Overall, based on Graph 3, it can be simplified that language politeness practice is exercised at schools. This is proven based on the data shown in the graph which portrays that about 38.80% of respondents completely agreed to the language politeness practice at schools. A significant difference was noticed when the total number of respondents completely disagreeing with the practice was only about 12.10%. The graph also indicates that language politeness practice gives positive effects on the students at schools. This can be seen based on the graph's data which shows a significant increase from 4.70% to 49.00%. This means that about 1470 responses agreed with the positive effects of practising language politeness, meanwhile only about 140 responses disagreed.

In conclusion, based on the data collected, it was proven that language politeness is practised since school days. Besides that, this research also proved that when language politeness is practised since school days, it leaves a positive impact on the practitioners, who are the younger generation facing more challenges in this technology-driven world.

9. DISCUSSION AND CONCLUSION

Language politeness is practised by students since school days. Teachers, specifically, have taught the students to use proper language and they can adapt the knowledge to their daily lifestyle. Students are seen to be able to practice language politeness when they are engaged in informal contexts of discourse. They take into account their listeners and other factors such as social status, kinship, place and context of discourse.

However, in non-formal contexts, for example when they meet junior or senior students, or when they respond negatively towards friends (senior/junior), students are seen to be less likely to practice language politeness. This is seen as the result of using non-formal language, which signifies stronger kinship in human's relationships. In a situation such as being engaged in talks, spontaneous replies involving non-formal language are accepted, in fact, is seen as a polite and proper way of communicating. It is also seen more as a language for humour purposes. Language miscommunication is unlikely to happen because the students share the same context of discourse. It can be concluded that the sense of kinship overshadows language politeness among people where kinship is seen to be more important due to the similar social status.

Practising language politeness positively impacts students. Language politeness is a principle that must be exercised by both parties in communication, which is the speaker and the listener. Language politeness is the ability to reduce one's negativity towards the opposition's speech. It can be classified as the rights and responsibilities to strengthen social bonding, especially in students' lives. Communication skills are
important skills to be used well. Using a proper language system, people can deliver their messages and hopes to others without offending them. This, with the existence of high language politeness, people are more likely to live in a harmonious community.

In this research, it is clear that students who are the respondents practise language politeness in more formal contexts. However, in less or non-formal contexts, they are discovered to be practising less. Dominantly, language politeness that they practise will impact them positively and this approach should be exercised by future students.

ACKNOWLEDGEMENT
This journal is a result of University Grant Research (GPU) - (2018-0069-107-01) RIMS-Research Integrated Management System (RiMS), Universiti Pendidikan Sultan Idris (UPSI), Tanjung Malim, Perak.

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