

***Analysing Politeness Changes When Speaking Indonesian and English:  
A Case Study of Indonesian-English Multilingual***

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**Abstract**

Being fluent in English as a foreign language in Indonesia is not as easy as learning the language itself since English is not common to use in Indonesia. However, there are some Indonesian speakers who are able to speak English fluently. Considering cultural native background and the target language cultural background, it will create different types of politeness. However, several studies which have been conducted mostly focused on a specific situation in some countries, meanwhile this study focus on two different situations in Indonesia considering their different cultural native background. This study entitled “Analysing Politeness Changes when Speaking Indonesian and English: A Case Study of Indonesian-English Multilingual” is aimed to investigate their politeness changes when they speak English and Indonesian or native language. This study used qualitative research involving ten Indonesian speakers who speak English fluently with different cultural backgrounds. The sample was taken purposively in order to get the uniqueness. The data is collected based on observation, interview, and questionnaires. Observations were conducted in this study to investigate their interaction during community meetings and gathering for five meetings. An interview was also be conducted to find out their perception about their politeness changing. The questionnaires results were shown to see the differences between Indonesian bilingual and multilingual. The findings showed that their politeness changes in particular contexts. Therefore, it is suggested that if it is necessary, EFL speakers in Indonesia respect other cultures and values in order to have better communication.

Keywords: Bilingual, Indonesian, Multilingual, Politeness

## **Introduction**

English is the most important language in the world and has been known as the international language. The ability to speak a foreign language at a natural rate without disruptive hesitation patterns, predictably placed planning pauses, and lack of pausing are the focus of this study in choosing the participants. Foreign language learners who have been living or lived in target-language environments give an opportunity to increase their fluency (Field, 2004). Considering their cultural native background and the target language cultural background, there will be some different values when they speak Indonesian and English which will create different phenomenon when they speak different language. The topic of this study is analyzing and describing speech act and politeness changes of Indonesian – English bilingual speakers. Since Indonesia has many different cultures and values depending on where they come from, Indonesian may react and respond to particular circumstances differently. They also may react and respond differently to something when they speak English since each language and culture have different politeness strategies even a bilingual speaker will use different strategies in different languages.

Words for social institutions and customs will vary between cultures and what speakers think about the world is determined by cultural and linguistic background (Saeed, 2003). It is called as linguistic relativity in which it is seen as a view that each language has categories and distinctions which are unique (Field, 2004). It is believed that speaking different languages means that we think in different ways. Some Indonesians are likely more direct in terms of using the language but it still depends on the speaker's culture and background, for example a Sundanese tend to be more indirect and polite than Batakinese. But, when they speak another language like English, there is a possibility they change their speech act. So, this study is aimed to investigate their politeness changes when they speak English and Indonesian or native language. This study is also expected to answer following research question:

1. How do Indonesian-English multilinguals interact in terms of politeness when speaking Indonesian?
2. How do Indonesian-English multilinguals interact in terms of politeness when speaking English?
3. How are Indonesian-English multilinguals able to communicate in English fluently?

This study is expected to give contribution to people who live in multicultural area, multilingualism' study in Indonesia, and further researchers. For people who live in multicultural area, this study hopefully can make them aware of differences and how some people react to something differently, so it will create less misunderstanding. Whereas for multilingualism's study in Indonesia, this study hopefully can be one of considerations for linguists in Indonesia since there has not been many studies about directness and politeness changes in Indonesia. For other researchers, this study is expected to serve as an additional source especially for those who conduct a research on multilingualism and speech acts changes.

## **Literature Review**

### **Language Attitude**

Human is the only creature who have language as one of their characteristics. Language has also a social function as a communications tool and a social group identity. In a communication, language and attitude are related to each other. Lambert (1967) stated that attitudes consist of three components such as cognitive, affective, and conative component. The cognitive

component refers to an individual beliefs, the affective refers to emotional and reactions, and the conative refers to the tendency to behave in a certain way (Gardner, 1985). According to Kristiansen (1991, as cited in Ladegaard, 2000), knowledge (cognitive) component refers to knowledge about and experience with language varieties, language use in a regional and social perspective, and own language usage, while emotion (affective) component refer to evaluation of and opinion about language varieties, speakers, and own language usage, and behaviour (conative) component refers to variation in linguistic behaviour depending on interlocutor and auditor, content, and topic.

When human produce a language, they also have attitude in delivering a message. According to Baker (1988), language attitude is feeling that people have about their and others' language and language attitude can be positive and negative feelings. It can be concluded that language attitude is a negative or positive feeling about people's language considering their knowledge, emotions, and behavior toward the language itself. In terms of knowledge, people who have enough knowledge about other people's language tend to have positive feeling towards other languages. In terms of emotion, people who have positive evaluation of and opinion about other people's language and the speakers tend to have positive feeling and in terms of behavior, people who can deal with any topics and context while they are having a conversation with someone from another country tend to have positive feeling (Ladegaard, 2000; Giles & Billings, 2004).

Language attitude is important in bilingualism and multilingualism since it deals with the social behaviour of an individual. Language attitude can be observed through actual behaviour such as the way people treat speakers of other languages and when someone are learning another language. Language attitudes are also affected by experience, so that the attitude will change in bilingualism context. Language attitude can also predict their sociolinguistic behaviour (Ladegaard, 2000). This means that people who have positive language attitude are more likely successful in acquiring a second or foreign language than people who have negative language attitude towards a language.

## **Speaking**

Speaking is one of human activities in delivering a message and one of language performances which people use to communicate. Speaking in a second language involves the development of communication skill (Bygate as cited in Carter & Nunan, 2001). A speaker needs to have the same language in order to communicate with someone else (Celce & Brinton, 1979). Harmer (2002) states that there are two main elements of a good speaker: language features and mental or social processing. Language features is when the speaker needs to consider their speech, expressive devices, lexical, and grammar. Mental or social processing is when the speaker get the information from the interaction. Those speaking aspects need to be acquired by learners in order to master speaking skill.

Different from the way people acquire L1, acquiring L2 have several stages. According to Bashir et al. (2011), there are several stages of language learning in terms of speaking skill. At stage 1: pre-production, the learner can hardly understand anything at all and the learner is mostly observing the speaker since beginners only listen but rarely speak. At this stage, the students imitate gestures and movements to show comprehension and the teacher should focus on listening activities. At stage 2: early production, the learners try to speak some words and they can produce short conversation. At this stage, students listen to their classmates and enrich their vocabulary. At stage 3: speech emergence, the students have a good vocabulary words

and use simple phrases and sentences when they are communicating with others. At this stage, they are able to ask simple questions, which may be grammatically correct or wrong. At stage 4: intermediate fluency, students are able to use more complex sentences in speaking and ask questions to clarify what they learning in class, also they are able to work with some teacher support. At stage 5: advanced fluency, the students have near-native proficiency and they are able to perform in any topic and context.

In accordance to those stages, it can be seen that a good speaker is at either stage 4 or stage 5. Being a good speaker means that everyone can understand what the speaker says. Good speakers need to consider their pronunciation, grammar, and the rules of sentence formation and the selection of vocabulary and a speaker also needs to consider their fluency, pronunciation, and discourse management (Georgio & Pavlou, 2003) and also knowing how use the language since knowledge of a language is particularly '*knowing how*' (Crookes, 2009). It can be said that acquiring native accent make someone put at the stage 5 and they are able to perform as a good speaker.

### **Difficulties of Speaking English**

Speaking another language is not that easy since speakers need to say and think at the same time. Difficulties in speaking happen to many people who learn another language. There are several difficulties which make speaking difficult to master according to Brown (2001): Clustering (fluent speech is usually phrasal, not word by word), redundancy, reduce forms (contractions, elisions, reduced vowels, etc.), performance variables (hesitations, pauses, backtracking, and corrections), colloquial language (words, idioms, and phrases), rate of delivery (speed), stress, rhythm, intonation, and interaction. He also adds that the biggest problem for a learner is not the complexity of words, sounds, phrases, and discourse forms, but the interactive nature of communication. So, conversation makes a learner know how to say things and when to speak.

Interactional skills requires many things that a learner need to be able to such as express purpose, recognise other speakers' purpose, express agreement, express disagreement, elicit opinions, elicit information, questions assertions made by other speakers, modify statement or comments, justify or support statement or opinions of other speakers, attempt to persuade others, repair breakdowns in interaction, check their understanding, establish common ground, elicit clarification, respond to request, correct themselves or others, indicate understanding, and indicate uncertainty (Hughes, 2003). He also states some skill in managing interactions: initiate interactions, change the topic of an interaction, share the responsibility, take turn, give turn, come to decision, and end of the interaction. Those skills can be very difficult to master by speakers who speak a foreign language, it means that people who can speak a foreign language fluently are doing a very great job.

### **Second or Foreign Language Acquisition**

Foreign language and second language is different from each other. In several countries, they have English as a second language while in Indonesia, English is a foreign language. According to Saville-Troike (2006), a second language is an official language needed for education, employment, and other basic purposes while a foreign language is one not widely used in the learners' social context.

The way people acquire native language is also different from acquiring second or foreign language. However the process children use in acquiring first and second language is very similar since it requires meaningful interaction in the target language (Krashen, 2002). There are three states regarding to language development defined by Saville-Troike (2006): initial state, intermediate state, and final state. In initial state for second language learning, it has resources of native language competence, world knowledge, and established skill for interaction while in native language learning, innate state happens naturally. In intermediate state, there are processes, necessary conditions, and facilitating conditions. In the process of second language learning, people tend to transfer information such as grammar structure while in the process of native language learning, it happens because of maturation. Then, both second language learning and native language learning, they need input such as several resources, exposure, and interaction as their necessary conditions. The facilitating conditions only occur in second language learning process since learning a language needs a feedback, aptitude, motivation, and instruction. The final stage is the outcome of L1 or L2 learning.

Learning a second or foreign language is not as easy as we think. There are several techniques stated by Stern (1975 as cited in O'Malley & Chamot, 1995) such as sound acquisition (repeating, listening, and role playing), grammar (following rules given in text, comparing L1 and L2, memorizing), vocabulary (making up charts, learning and using words), listening comprehension (exposing to different accents and registers), learning to talk (not being afraid to make mistakes, making a contact with a native speakers, asking for correction, etc), learning to write (having a pen pal, writing frequently, etc), and learning to read (reading something every day).

The differences and similarities of L1 and L2 pronunciation and structure also influence the way learners learn a second language. L1-L2 difference can predict the amount of avoidance which learners show in using certain structures meanwhile L1-L2 similarities can result in differential learning rate and path, overproduction of L1 influenced forms and predictability/selectivity (Gass, 2013). However, some learners have their own certain techniques in learning English as a second or foreign language.

### **Politeness and Impoliteness**

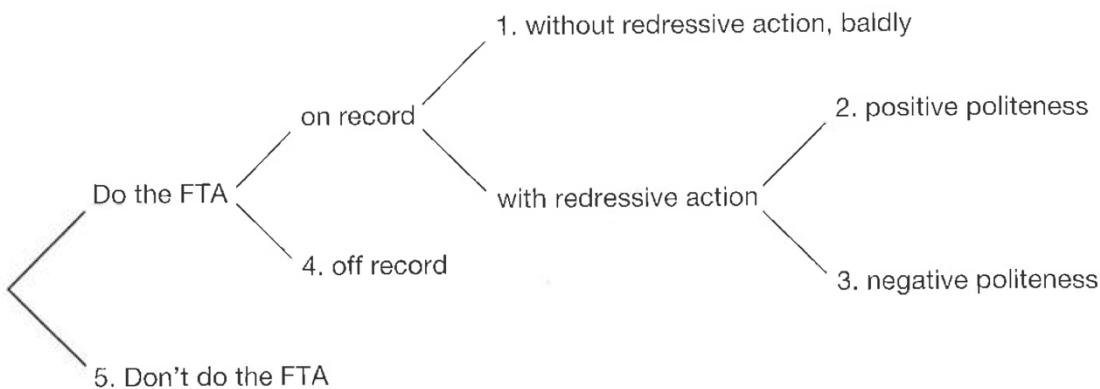
In human's interaction, there must be a way of delivering the message either in polite way or impolite way. There are eight characteristics of politeness proposed by Leech (2014). First, politeness is not obligatory which means that people will not behave politely unless there is a reason to be polite. Second, there are varying gradations of polite and impolite behaviors. Third, there is a sense of what is normal recognized by members of society. Fourth, how far politeness will occur depending on the situation. Fifth, there is always a reciprocal asymmetry in polite behaviors between two parties. Sixth, politeness can manifest itself in repetitive behaviors. Seventh, politeness involves the passing of transaction of value between the speaker and the other party. Eighth, the tendency to preserve a balance of value between the speakers.

In terms of politeness face, there are two components of face: positive face and negative face. Positive face represents an individual's desire to seem worthy, to have others admire what we value, to be understood by others, to be treated as a friend and confidant, and to deserve an approval, meanwhile negative face represents our wish not to be imposed on by others and to be allowed to go about our business unimpeded, to be autonomous and with our right to free and self-determined action intact (Grundy, 2008; Saeed, 2003). In line with that, according to Leech (2014), negative politeness is used to reduce or lessen possible causes of offense and it

involves indirectness, hedging, and understatement which can be considered as an indicator of the polite use of language. Meanwhile, positive politeness assigns some positive value to the addressee such as offering, inviting, complimenting, thanking, apologizing, and congratulating. Mills (2002) also stated that positive politeness is concerned with demonstrating closeness and affiliation while negative politeness is concerned with distance and formality.

However, impoliteness also sometimes occurs. Impoliteness is behavior that is face-aggravating in a particular context (Locher & Bousfield, 2008). Terkourafi (2008) also added that impoliteness is types of perlocutionary effect in which it consists of the hearer thinking that the speaker is using inappropriate words or acts as given in cultural norms. Thus, Brown and Levinson (1987) proposed some strategies in doing face threatening acts (FTA) as follows:

Figure 1: Face Threatening Acts strategies by Brown & Levinson (1987)



On record means that the participant has only one intention meanwhile off record can create more than intention. Then, when someone is doing on record without redress, it means that someone is doing the most direct way meanwhile doing on record with redness means indirect action which will create either positive or negative politeness. Based on these strategies, it is claimed that there is a strong link between politeness and indirectness based on a hierarchical model of politeness proposed by Brown and Levinson (Blum-Kulka, 1987). Direct and indirect speech acts are those kind of speech acts that speakers use to get someone to do something (Yule, 2017). Direct speech act is known as the conventionally expected function, meanwhile indirect speech act is known as the extra actual function and it also associated with greater politeness in English than direct speech acts (Saeed, 2003; Yule, 2017).

## Related Previous Research

Several researches have been conducted related to the topic. Atawneh and Sridhar (1993) found out that since Arabic has fewer modals than English, different politeness strategies were used to make up for the politeness function of modals in English. Qari (2017) also found out that Arabic speakers who speak English were more indirect when they make a request than Arabic speakers who speak only Arabic. A study conducted by Marti (2005) also discovered that the Turkish monolinguals tended to be more direct to make a request, while the Turkish-German bilinguals preferred indirect strategies. A study on Persian preschool children, Sadighi, et all (2018) found out that there is a frequency of the use of English request strategies features in their first language. It indicates that the exposure to the foreign language learning brings changes in their first language strategy use features.

Another finding conducted by Ardi, et all (2016) shows that there is a tendency of politeness changes in translating an English novel to Indonesian which was more using negative politeness, while the original novel written in English was more using positive politeness. This finding is supported by Gunarwan's (2005) study which found out that Indonesians tend to use negative politeness because it considers a politeness, meanwhile English prefers positive politeness. Meanwhile, Hickey's (2000) study found out that British tends to be a negative-politeness whereas Spanish tends to be a positive politeness in translating a paper. Shafran (2019) also tried to explore the use of '*please*' in the production of request by advanced L1 Hebrew and L1 Arabic speakers of English and she found out that the use of direct requests decreased and the use of indirect request increased in both groups of speakers as the status of the addressee went from lower to higher than the speaker.

In terms of politeness, Mehrotra (1995) claimed that Indian English politeness forms admit of greater individual variation and stylistic range and a lower percentage of standard, conventional, and fixed forms in comparison with British or American English. However, Tanaka (1988) found out that Japanese speakers of English were more direct and did not appear to be as appropriately polite as the Australians. It means that the Japanese speakers did not experience politeness changes when they spoke English.

To sum up, speech act and politeness may or not change in particular context and certain culture. However, those studies which have been conducted mostly focused on a specific situation in countries above, meanwhile this study will focus on five different situations in Indonesia considering their different cultural native background.

## **Research Methodology**

This research was conducted using a qualitative case study design in order to investigate what really happen in real-life events. A case study is an empirical inquiry which is used to investigate a phenomenon in real-life events and the boundaries between phenomenon and contexts which are not distinguishable (Yin, 1994). The case study also inquiry copes with different situations, relies on multiple evidence, and benefits from the prior development of theoretical propositions. The main purpose of a case study is to understand a case in depth and it is also useful to answer descriptive and explanatory questions (Hamied, 2017). The result is going to explain what really happen in the real event rather than generalize the conditions.

Observation, interview, and questionnaires were conducted in this study. Observation enables researchers to gather data on physical, human, interactional, and program setting (Cohen & Manion, 2000) and according to Merriam (2009), interview is a process in which the researcher and participant engage in a conversation focused on questions related to study. Questionnaire were distributed to Indonesian-English multilingual group and Indonesian-Sundanese bilingual group in order to see the differences between both of the groups in terms of the interaction which is dealing with politeness. Rating scales were used in this study in order to build in a degree of sensitivity and differentiation of response (Cohen & Manion, 2000).

Observation was used in this study in order to observe what really happen during the interaction of Indonesian-English multilinguals when speaking Indonesian and English with Indonesians and foreigners in a community gathering during five meetings and interview was used in this study in order to investigate deep truth about their experience, their knowledge, and also their habit. The interview questions used English since the participants are in advanced level.

There were 10 participants (six females and four males) who are able to speak English fluently with the range of TOEFL score are 550-600. They are also in the range of age of 20s. All of them have Sundanese background even though some are mixed by another ethnic and have experience living in English-speaking country. The participants were purposive participant in which they were chosen because they matched the criteria. Purposive participant means that the participants are selected because of who they are and what they know (Hamied, 2017). There were 25 Indonesian-Sundanese Bilinguals and there were 25 Indonesian-English Multilinguals were involved in questionnaires. Then, the data were analyzed based on the observation sheets and interview result. The observation sheets were transcribed, coded, and categorized while the interview results were transcribed and analyzed and the questionnaires result were analyzed and generalized.

## **Findings and Discussions**

### **1. Observation Findings**

The observation findings show that there were some changes in terms of politeness when they speak Indonesian and English. The participants' conversation were observed in terms of several aspects: opening the conversation in both language (ask permission, salutation formula, address term to Indonesians who are older and to non-Indonesians who are older), notice and small talk in both language, and requesting and apologizing in both language. Based on the observation findings, it was found that Indonesian-English multilinguals conducted almost similar result. The analysis is shown below:

#### **a. Opening the Conversation in Both Languages**

	Indonesian			English		
	Ask permission	Salutation	Address term	Ask permission	Salutation formula	Address term
P1	-	Hai	Aa, Mas, Teh, Mba.	Excuse me	Hi, how are you?	First name
P2	-	Hello	First name	-	Hi, guys	First name
P3	-	Hello	Mas, Mba	-	Hello	First name
P4	-	Hai	Mas, Mba, Aa	Excuse me	Hello, guys	First name
P5	-	Hai	Mas, Mba	Excuse me	Hello	First name
P6	-	Gesture	Teh, Aa	Can I....	Hello	First name
P7	-	Hai	Mba, Mas	Excuse me	Hi	First name
P8	-	Hai	Aa, Mas, Teh, Mba.	-	Hi	First name
P9	-	Hai	Aa, Teh, Mas, Kak	-	Hi	First name
P10	-	Hai	Mas, Mba	-	Hi	First name

Table 1: Observation Results: Opening the conversation in Indonesian and English

According to that table, all participants did not ask for permission when they open the conversation and they mostly used Aa, Teh, Mas, Kak and Mba to Indonesians who are older and stranger except P2. Meanwhile, they used the addresses' first name when they speak English to non-Indonesians who are older than them.

**b. Notice and Small Talk in Both Languages.**

In positive politeness strategy, notice and small talk are used to show some kind of politeness. Notice and small talk are usually used to shows the speakers' interest in the hearer by taking notice of the hearer, for example giving a compliment or ask how they do and small talk is used to show the speaker's interest or friendship toward the hearer by talking about unrelated topics (Brown & Levinson, 1978). According to the observation result, almost all participants did not use notice and small talk when they speak Indonesian, meanwhile they used notice and small talk when they speak English. It can be seen that after they said salutation in English, all participants did notice such as complimenting their appearance (clothes, hair, face, etc) that day and all participants did small talk such as commenting what they posted on Instagram yesterday, talking what happened yesterday, asking about family, asking about their job, etc. Meanwhile, notice and small talk never happened to the participants when they speak Indonesian, they just stated what they wanted to say after salutation.

**c. Requesting and Apologizing Sentences in Both Languages.**

	Indonesian		English	
	Request	Apologizing	Request	Apologizing
P1	Eh, ambilin itu dong. (Get that for me)	Ya, maaf sih	Can you pass me the salt, please?	I am sorry, I did not mean that
P2	Bayarin dulu tar gua transfer (You pay, I'll transfer)	Gua kan udah minta maaf	Can you pay first, please?	Sorry
P3	Pinjem baju boleh ya (I want to borrow some clothes of yours)	Maaf	Could you please drive me home?	Oopss, sorry
P4	Mau coba dong. (I wanna try that)	Ga maksud (I don't mean it)	Would you like to drive me home?	Sorry, sorry
P5	Mau ikut ga? (wanna come or not?)	Maafin ya	Would you like to come with me?	I am sorry, man
P6	Aing minjem duit lah (lend me some money)	Hampura weh	Can I borrow some money, mate?	So sorry.
P7	Pinjem duit dong (lend me money)	Maaf, ya	Could I borrow some money?	Sorry
P8	Jemput urang lah (pick me up!)	Hampura	Can you pick me up, please?	I am so sorry
P9	Hayu ikut urang (come with me)	Maaf atuh	Would you like to come?	Sorry iihhh
P10	Nari ini dong (Dance this)	Maaf maaf	Can we go home now please?	I am sorry.

Table 2: Observation Results: Requesting and Apologizing in Indonesian and English

According to the table 2, all participants were not that polite when they request and ask something in Indonesian and sometimes, they mixed Indonesian with Sundanese language

(their native language), meanwhile they tend to be politer when they requested something in English. It happened when they apologized as well. They sounded pretty informal and mixed it with Sundanese language, while they tend to be politer when they apologized in English.

## **2. Interview Findings**

The interviews were conducted to all participants and the results found out how they can be so fluent in English and how they changes their politeness without realizing it. According to interview results, all participants had different experience even though they had similar cultural background. P1 is 100% an Indonesian who has Acehnese and Sundanese blood. She learned English since she was four years old and she is studying English in University, she also had lived in Australia for two years and married to an Australian man. She catches all Australian culture and behaviour in terms of notice and small talk. P2 is 50% Sundanese and 50% German but he was born In Indonesian and never lived overseas. He uses English since he was a kid as his father spoke English all the time, however his Sundanese is greater than any participants in this study. P3 is 100% a Sundanese who had been living in USA for 10 years and now she is working in Indonesia and surrounded by English speakers. P4 is 100% a Sundanese who taught English in TBI (The British Institute) Bandung. Her English is very good and it can be said that she had little bit a British accent even though she never lived overseas. P5 is 50% Sundanese and 50% Ambonese who loved to hang out with foreigners since she was a kid. P6 is 100% Sundanese who never lived overseas but he studied English literature and he was surrounded by native speaker of English environment. P7 is 100% Indonesian who has Dayak blood. He used to live in European countries and studied in Switzerland, so he is not only good at English, Sundanese, and Indonesian, but also German. P8 is 100% Sundanese who has good experience in travelling to English speaking country. P9 is 50% Sundanese and 50 % German who is really good at Sundanese language, however, she never lived abroad but she speaks Sundanese, Indonesian, and English very well since she was a kid. P10 has Javanese, Sundanese, and Ambonese blood who is married to a foreigner and her environment is always surrounded by foreigners from many countries.

According to that result, it can be seen that all participants whether or not they have lived abroad, they were surrounded by English speakers so that they used English most of the time. Their environment effects their politeness changes when they speak English.

## **3. Questionnaires Findings**

The questionnaires findings show that there are differences between Indonesian-Sundanese bilinguals who cannot speak English and Indonesian-English multilinguals who speak English fluently in terms of politeness changes when they speak both languages. First question category was about their English knowledge. Based on the result, there were 100% of Indonesian-Sundanese bilingual who always think too long when they have to speak English meanwhile 100% of Indonesian-English multilingual stated that they never have to think when they speak English. Second, there were 100% of Indonesian-Sundanese bilingual who only learned English at school and never used it English in their daily life, meanwhile 100% of Indonesian-English multilinguals learned English not only from school, but also through books, movies, music, and having social conversation. Third, all Indonesian-Sundanese bilinguals were afraid of making a mistake when they speak English and they were shy saying something in English, meanwhile all Indonesian-English multilinguals were not afraid of making a mistake and all of them were not shy at all.

Second category was about their politeness changes when they speak Indonesian-Sundanese and Indonesian English. The result showed that all Indonesian-Sundanese bilinguals change their politeness when they talk to someone older, strangers, and close friends. Indonesian-Sundanese bilinguals will talk more polite to someone older and strangers meanwhile they tend to be less polite to their close friends. All Indonesian-Sundanese bilinguals always give address term to someone older and stranger, for example Aa, Mas, Mba, Teteh, and Kakak. Meanwhile, there were 80% of Indonesian-English multilinguals who change their politeness when they speak English. All Indonesian-English multilingual always use Indonesian language informally, meanwhile they use English formally. However even though they become more polite when they speak English, 100% of Indonesian-English multilinguals did not use address term to someone older or stranger when they speak English because they prefer to use someone's first name, but when they speak Indonesian, they would use address term to someone older and stranger.

### **Conclusion and Recommendation**

People who speak more than two languages will change the way they think. They mostly follow the culture of the language itself and they also will follow what their environment bring them to. In this study, it can be concluded that most Indonesian-English multilinguals change their politeness because they follow the 'English culture' and they will go back to their native culture when they speak their native language. It is suggested to all people who love to socialize with people from other cultures to understand each other and someone's culture in order to avoid misunderstanding and argument because misunderstanding can happen when someone does not recognize the 'politeness standard' in other cultures.

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