

Politeness and Partnership: Analyzing Mutual Cooperation in English Textbook Dialogues

Mutiara Hanif Saputri ¹⁾, Djatmika ²⁾, Endang Fauziati ³⁾

Sebelas Maret University

Indonesia

mutiarahanifsaputri@student.uns.ac.id

Received: October 17, 2024

Revised: November 2, 2024

Accepted: November 6, 2024

Abstract

Mutual cooperation is one of Indonesian cultures that is known to show togetherness and solidarity among individuals. Aside from being known to preserve cultural values, mutual cooperation is also one of the dimensions in the *Pancasila Student Profile*, a character education that is included in the *Merdeka Curriculum*. Along with the practice of mutual cooperation, politeness also becomes a significant part of it. This study focuses on analyzing the mutual cooperation through the use of politeness strategies that stem from politeness theory by Brown & Levinson (1987) in the dialogue texts of the junior high school English textbook "Buku PR Interaktif Bahasa Inggris." This study applies qualitative descriptive in analyzing the data. For the results, this study found various numbers of applied politeness strategies that represent mutual cooperation in the textbook dialogues. This study is expected to help teachers and students in realizing the importance of mutual cooperation representation in textbooks since it does not only display teamwork but also other elements included in the dimension of mutual cooperation as a part of the *Pancasila Student Profile*.

Keywords: Mutual Cooperation, Pancasila Student Profile, Politeness Strategies, English Textbook.

Introduction

Mutual cooperation can be described as a culture that is generally conserved due to its richness in moral values, specifically volunteering in social activities and building a sense of belonging in the community (Kurniawan & Tinus, 2019). This practice is usually more often done in villages rather than modern cities, as the rural communities are more likely to hold this tradition compared to people from urban communities, who have a tendency to be more on the individualistic side (Subagyo, 2012). In terms of social and political context in Indonesia, mutual cooperation is seen as something ethical that is practiced in certain communities and cultures and is rooted in humanity and the desire to unite despite the nature of a diverse nation (Suryadinata, Arifin & Ananta, 2003; and Farisi, 2014 in Iskandar & Hamdani, 2017). Cited from the official website of the Indonesian Ministry of Culture and Education (2020), there are several examples of mutual cooperation practices that are still preserved by the society, such as *Rambu Solo'* in Toraja, *Morakka'bola* in South Sulawesi, *MarsJalapari* in Mandailing, and *Sinoman* in Java. All these traditions share similar values in unity, volunteering, and togetherness. Therefore, they are in the same category: mutual cooperation.

As mutual cooperation is a form of human interaction, it is undeniable that the concept of politeness also contributes to its practice. Politeness itself can be described as an attempt to show mindfulness towards others' "faces" in a communication (Yule, 1996). "Faces" can include a person's reputation, prestige, and self-esteem (Culpeper, 2011). In the context of politeness, face is divided into positive and negative faces. Positive faces are a good image of someone and also their wish of approval. Meanwhile,

negative faces are related to someone's boundaries, personal defense, and the entitlement to be free of disturbance (Brown & Levinson, 1987). Brown & Levinson (1987) also proposed four politeness strategies namely: positive politeness, negative politeness, bald-on-record, and off-record. Briefly, positive politeness has the purpose of saving someone's positive face; negative politeness focuses on avoiding imposition on the hearer and pays more attention to the hearer's negative face; the bald-on-record strategy is usually done without minimizing the threat to the hearer's face; and the off-record strategy is used by applying indirect language to reduce the impose on the hearer and give less responsibility to the speaker (Brown & Levinson, 1987).

The Ministry of Education and Culture, Nadiem Makarim (2022), defines the "Pancasila Student Profile" as a set of ideal personal traits and skills based on the ideology of Indonesia, Pancasila. Pancasila Student Profile itself contains six dimensions, namely: 1) faith, devotion towards God, and noble character; 2) independence; 3) mutual cooperation; 4) global diversity; 5) critical reasoning; and 6) creativity. In the dimension of mutual cooperation, there are several elements, such as collaboration, concern, and sharing.

English textbooks as media for teaching English language in the classroom can also be media to deliver the value of character education to students (Hapsari, 2013). Specifically, in this case, mutual cooperation and its elements. There are several ways that textbooks can incorporate mutual cooperation into their content. From pictures, story texts, and dialogue texts all the way to special rubrics that specifically give instructions related to the value of mutual cooperation.

There have been several studies that analyzed the content of character education and Pancasila Student Profile in English textbooks; the one study that focuses on the representation of mutual cooperation in English textbooks is by Mandala & Pujiati (2020). They investigated the values of mutual cooperation in the textbook "English in Mind Second Edition (Student's Book Starter) Special Edition" and found 172 expressions that represent the values of mutual cooperation from six values of mutual cooperation, with "tolerance" becoming the most often shown value in the textbook with 25% of the overall expressions.

Other previous studies also included mutual cooperation in their studies. Azizah (2024) found 29 data points representing mutual cooperation in the textbook "Pathway to English." Moreover, Suryantari (2022) analyzed the Pancasila Student Profile content in the textbook "Bahasa Inggris Work in Progress for SMA/SMK/MA Class X" and found the value of mutual cooperation represented 9 times in the textbook. Furthermore, Haznah (2024) found 39 data points that represent mutual cooperation in the textbook "Work in Progress" for senior high school grade 10.

These previous studies have analyzed several English textbooks and have shown various results of mutual cooperation content in those textbooks. However, because mutual cooperation is a form of interaction, this current study would like to focus on the dialogue texts of the textbook series entitled "Buku PR Interaktif Bahasa Inggris" for junior high school students in grades 7 and 8. More precisely, the parts of the dialogue texts that implement politeness strategies in delivering the values of mutual cooperation. Specifically, this study would like to find out the types of politeness strategies that are applied in the textbook dialogue texts that deliver the values of mutual cooperation. Furthermore, this study also aims to find out the elements of mutual cooperation that are represented in the textbook dialogue texts.

Methods

This study implements the qualitative descriptive method as the technique of analyzing and delivering the results of the study. Descriptive qualitative can be described as a study that aims to comprehend the phenomenon of the research subject, their behavior, perception, motivation, action, etc. (Moleong, 2010). and the way of describing the result in the form of words and sentences. Creswell (2012, p. 274) described the intention of the descriptive method as to systematically discover a comprehensive explanation and description of a research object.

The approach this study applies for the data collection is documentation. Document research can be defined as records of past events (Gay *et al.*, 2012). Document itself can manifest in writings, artworks, and monumental works. For the documentation, the data of this study particularly uses the dialogue texts from the English textbooks "Buku PR Interaktif Bahasa Inggris" for junior high school grades 7 and 8 that contain politeness strategies that also represent the Pancasila Student Profile. The theory used to analyze the data of this study is Politeness Strategy by Brown & Levinson (1987). The

validity of the data is determined by data observation, conducting triangulation with peers, and a consultation with the relevant professional to determine the validity of the data. The technique of data analysis applied in this study follows the technique of Miles & Huberman (1994), which consists of three main steps, namely: data reduction, data display, conclusion drawing, or verification.

Result and Discussion

Through the analysis of the data from the dialogue texts of the textbook “Buku PR Interaktif Bahasa Inggris” for junior high school grades 7 and 8, this study has found several representations of the mutual cooperation and the politeness strategies used in the dialogue texts as well. There are four textbooks that are examined in this study since there are two books available for each grade. Therefore, combining the grades 7 and 8, the total textbooks that are analyzed in this study are four. Each textbook is analyzed separately; the results of the analysis are presented in the tables below.

Table 1. Politeness Strategies and Mutual Cooperation in “Buku PR Interaktif Bahasa Inggris 7A”

No.	Types of Politeness Strategy	Elements of Mutual Cooperation	Number	Percentage (%)
1.	Positive Politeness	Collaboration	2	4.9
		Caring	39	95.1
		Sharing	0	0
Total			41	100
2.	Negative Politeness	Collaboration	0	0
		Caring	1	100
		Sharing	0	0
Total			1	100
3.	Bald on Record	Collaboration	0	0
		Caring	1	100
		Sharing	0	0
Total			1	100
4.	Off-Record	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0

Based on the data presented above, the representation of the mutual cooperation elements is divided into the types of politeness strategies that are included in the utterances. In the first section, the positive politeness in the dialogue texts that represents mutual cooperation is found 39 times, with the element caring appearing 37 times (95.1%) and the element collaboration appearing 2 times (4.9%). In the second section, the negative politeness in the dialogue texts is found 1 time and only represents the element caring (100%); no other elements are found in this section. In the third section, the bald on record strategy applied in the dialogue texts was found only 1 time and only represents the element caring (100%). In the fourth section, off-record strategy was not found to be representing any element of mutual cooperation.

Table 2. Politeness Strategies and Mutual Cooperation in “Buku PR Interaktif Bahasa Inggris 7B”

No.	Types of Politeness Strategy	Elements of Mutual Cooperation	Number	Percentage (%)
1.	Positive Politeness	Collaboration	0	0
		Caring	6	100
		Sharing	0	0
Total			6	100
2.	Negative Politeness	Collaboration	0	0
		Caring	0	0

		Sharing	0	0
Total			0	0
3.	Bald on Record	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0
4.	Off-Record	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0

Based on the presented data above, in the first section, positive politeness applied in the textbook dialogues that represent mutual cooperation was found 6 times and only represents the element of caring (100%). Meanwhile, the second section (negative politeness), the third section (bald on record), and the fourth section (off-record) were not found to represent any element of the mutual cooperation.

Table 1. Politeness Strategies and Mutual Cooperation in “Buku PR Interaktif Bahasa Inggris 8A”

No.	Types of Politeness Strategy	Elements of Mutual Cooperation	Number	Percentage (%)
1.	Positive Politeness	Collaboration	2	4.4
		Caring	43	95.6
		Sharing	0	0
Total			45	100
2.	Negative Politeness	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0
3.	Bald on Record	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0
4.	Off-Record	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0

Based on the presented data above, the first section shows that the positive politeness implemented in the textbook dialogues was found 43 times in representing the element of caring (95.6%) and 2 times in representing the element of collaboration. In the meantime, the second section (negative politeness), the third section (bald on record), and the fourth section (off-record) were not found to portray any element of mutual cooperation.

Table 1. Politeness Strategies and Mutual Cooperation in “Buku PR Interaktif Bahasa Inggris 8B”

No.	Types of Politeness Strategy	Elements of Mutual Cooperation	Number	Percentage (%)
1.	Positive Politeness	Collaboration	0	0
		Caring	22	100
		Sharing	0	0
Total			22	100
2.	Negative Politeness	Collaboration	0	0
		Caring	0	0

		Sharing	0	0
Total			0	0
3.	Bald on Record	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0
4.	Off-Record	Collaboration	0	0
		Caring	0	0
		Sharing	0	0
Total			0	0

Based on the table above, the first section presents that the positive politeness that is put into practice in the textbook dialogues was found 22 times and simultaneously portrays only one element of mutual cooperation, which is the element of caring (100%). Meanwhile, the second section (negative politeness), the third section (bald-on-record), and the fourth section (off-record) were not found to represent any element of mutual cooperation.

Stemming from the findings above, all of the textbooks in this series show some representations of mutual cooperation, although with various frequencies. This is in line with the previous studies, which also show a variety of similar results (Mandala & Pujianti, 2020; Suryantari, 2022; Azizah, 2024; Haznah, 2024). However, there is a lack of variation when it comes to the types of politeness strategies used in the dialogue texts that portray the elements of mutual cooperation. Regarding the politeness theory by Brown & Levinson (1987), four strategies can be applied in conversation, which are positive politeness, negative politeness, bald on record, and off-record. However, the results from the textbook “Buku PR Interaktif Bahasa Inggris 7A” show that the expressions of mutual cooperation only come in positive, negative politeness, and bald-on-record strategy. Moreover, the results from the textbooks “Buku PR Interaktif Bahasa Inggris 7B, 8A, and 8B” present that the expressions of mutual cooperation only come in the form of positive politeness.

There is also a lack of variations in terms of elements of mutual cooperation that are presented in the data. Regarding the official website of the Indonesian Ministry of Culture and Education, there are three elements of mutual cooperation in the Pancasila Student Profile, which are collaboration, caring, and sharing. Nonetheless, the results from the textbook “Buku PR Interaktif Bahasa Inggris 7A and 8A” only show the elements of caring and collaboration. Meanwhile, the results from the textbooks “Buku PR Interaktif Bahasa Inggris 7B and 8B” only show the element of caring. The results of this study imply that the politeness strategies implemented in the series of textbooks “Buku PR Interaktif Bahasa Inggris” for junior high school grades 7 and 8 have not been able to portray all elements from the dimension of mutual cooperation.

The findings of these results may provide references and encourage other researchers in the future to conduct similar research with different approaches or different textbooks. This is regarding the necessity of analyzing the values of mutual cooperation and/or other Pancasila Student Profile values in Indonesian English textbooks as a form of attempt in helping teachers to select appropriate textbooks as their teaching materials, especially in the era of *Merdeka Curriculum* where the learning and practice of the Pancasila Student Profile is encouraged. This study may also help both teachers and students to understand more about the significance of mutual cooperation in textbook contents and how these representative contents exceed beyond teamwork and touch more aspects in daily human interaction.

Conclusion

In summary, all four of the textbooks in the series “Buku PR Interaktif Bahasa Inggris” for junior high school grades 7 and 8 have been able to show representations of mutual cooperation through the application of politeness strategies. However, the types of politeness strategies are lacking in variation. Overall, only positive politeness, negative politeness, and bald-on-record strategy are shown in the data results. Moreover, the categories of mutual cooperation elements that are presented in the results are not complete. From all four textbooks, only caring and collaboration are portrayed. Meanwhile, the element of sharing has not yet been represented through any politeness strategy in the textbook dialogues.

Acknowledgments

The author of this study would like to thank the writing team of the English textbooks “Buku PR Interaktif Bahasa Inggris” and also the English teacher who has recommended these textbooks to be used as the objects of this study. In addition, the author would like to thank the advisors for the guidance, supervising, revising, and finishing of this article.

References

- Azizah, Lia Nur. (2024). An Analysis on ‘Pathway to English’ Textbook Based on The Values of Pancasila Students Profile. Thesis. Department of English Education Faculty of Tarbiyah. State Islamic Institute (IAIN) of Kediri. Advisors: (1) Nur Afifi, M.App.Ling., Ph.D. (2) Erna Nurkholida, M.Pd.
- Brown, P. and Levinson, S. (1987). *Politeness: Some Universal in Language Usage*. Cambridge University Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Culpeper, J. (2009). Impoliteness: using and understanding the language of offence. ECSR project website: <http://www.lancs.ac.uk/fass/projects/impoliteness/>
- Farisi, I. M. (2014). Bhinneka Tunggal Ika [Unity in Diversity]: From Dynastic Policy to Classroom Practice. *Journal of Social Science Education*, 13(1). <https://doi.org/https://doi.org/10.4119/jsse-687>
- Gay, L., Mills, G., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications*. 10th Edition, Pearson, Toronto.
- Hapsari, P. L. (2013). Character Education Values in Reading Section Of E-English Textbook For Senior High School Students Grade XI. *ELT Forum*.
- Haznah. (2024). *Pancasila Student Profile Embedded in English Textbook “Work In Progress” For The First Grade Of Senior High School*. <https://repository.ubt.ac.id/repository/UBT13-03-2024-095445.pdf>
- Iskandar, D., & Hamdani, A. R. (2017). *Increasing the Value of Mutual Cooperation and Students’ Conceptual Understanding on Cooperative Learning Model through the Performing Art of Gotong Sisingaan*. 10(November), 223–244.
- Kementerian Pendidikan dan Kebudayaan. (2022, July 5). *Kemendikbudristek Apresiasi Generasi Muda yang Bangga Punya Pancasila*. <https://www.kemdikbud.go.id/>
- Kurniawan, V., & Tinus, A. (2019). Preservation of the value of collaboration through the Kuda Lumpung art group in Harjokuncaran village, Sumbermanjing Wetan district, Malang Regency. *Journal of Citizenship Law*, 8(2), 134–140 <https://doi.org/10.22219/jch.v4i2.9488>
- Mandala, B. Y., & Pujiati, H. (2020). The Representation of Values of Mutual Cooperation as A Part of Character Education in An English Textbook. *STAIRS English Language Education Journal*, 1(1), 10–19.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. SAGE.
- Moleong, L. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Subagyo, S. (2012). Pengembangan Nilai dan Tradisi Gotong Royong dalam Bingkai Konservasi Nilai Budaya. *Indonesian Journal of Conservation*, 1(1).
- Suryadinata, L., Arifin, E. N., & Ananta, A. (2003). *Indonesia’s Population: Ethnicity and Religion in a Changing Political Landscape*. Singapore City: Institute of Southeast Asian Studies.
- Suryantari, H. (2022). Exploring character of Pancasila students in the English textbook for the tenth grade senior high school students. *Journal of English Language Learning*, 6(2), 229-243. <https://doi.org/10.31949/jell.v6i2.3772>
- Yule, G. (1996). *Pragmatics*. New York: Oxford University Press.