INTRODUCTION

A. Research Background

The knowledge of using language can describe people’s attitude, and people’s characters in behaving. Therefore, using language correctly is an important thing that cannot be avoided. In addition, the choice of expressions, in this case, is crucial, especially the expressions in responding conversation with others while interacting and the expression in asking someone to do the speaker’s wishes. Politeness is the expression which has been conceptualized especially as strategic conflict-avoidance or as strategic construction of cooperative social interaction (cf. Eelen 2001: 21, Watts 2003: 47).

In some countries the way of calling or behaving or even asking for help may have different expressions. In America for example, calling parents, friends or strangers who are close to by their names is acceptable. However in another country in Asia, calling parents, friends or strangers who are close to us by their names are counted as a bad attitude. It is not only calling by names, but asking for help also may have similar expression in every culture, because if it is not done politely, it will threaten the hearer’s face, and it will affect the smoothness of the conversation. Moreover the most crucial thing in understanding the politeness is when the speaker directly wants to ask the hearer to do the speaker wishes. The choice of expressions is needed in order to avoid irritating people feeling as a “helper”.
Directive act is a kind of utterance to have others to do what is intended by the speaker. Directive act will be counted as rude behaviour if the speaker’s social power is lower than the hearer. Therefore, considering the word choices will be wise to be done in giving a directive act. In daily life, someone has to do something that he/she cannot do by herself/himself, and it can be done by both actions which are either asking for help or directing someone. In this case, the use of politeness marker can make both actions go smoother. It is because if someone is busy and he/she is being asked to help others, it can possibly be rejected. However, if the utterance is mitigated correctly by using politeness strategy, it may give different result instead of being rejected. Thus, politeness strategy is very importance in producing directive act.

Politeness can actually be introduced and taught to the children in order to create or develop their characters and attitudes for their behaviour by using literary works. It is one of the devices which can provide the knowledge about politeness. Reading and retelling a novel or a literary work will be easier to be understood by the children, rather than telling them directly in the direct conversation. However, children books may not only come from Indonesia, but it can also be from another translated version. Therefore, the translator role is important in solving this. Moreover specific knowledge about how to translate other cultures, especially in the term of politeness, seems to be vital because translating is not simply just transferring meaning but it is also transferring ideology and transferring culture. There are a lot of considerations should be done by the translator, and it has to be thought carefully whether a translator needs to
reach the accuracy of the book, or make the book become easier to understand. However the most important thing is that the translator should not mislead the message in the translated version of the book. Therefore, the aspect of politeness inside the book can be absorbed easily by the children. As far as I know, politeness in many countries is different, because different cultures will also lead into different ideology, and ideology actually becomes the biggest problem for the translators. Accuracy or acceptability will become the main tricky thing.

Another important thing is how to deliver the politeness knowledge to the children through the book. In this case, politeness strategy becomes an important thing in giving directive act. Moreover, children may get wrong knowledge about the politeness expression from a translated book because they come from different culture. Therefore, the selection of politeness strategy will determine the smooth of the conversation. Thus, the translator should consider how to transfer the politeness strategy in the source language into the target language. Sometimes an expression is polite in source text but it becomes rude expression in the target text. Thus, it will be challenging, because children tend to follow what they see so that politeness in the translated book should be considered carefully by the translator.

Here are the examples of politeness and translation problems related to politeness:

1. ST: “Sit there and drip on the mat a bit, while I take this in to missis”
   
   TT: “Duduklah di situ, biar air di bajumu menetes di alas lantai. Akan kusampaikan ini kepada nyonya”
Context of situation: Nat just arrives at the Plumfield house, he get wet because of the rain outside of the house. After seeing Nat getting wet, the servant of the Plumfield house tells Nat to sit on the couch to dry his clothes while she is asking about Nat to the owner of the house.

In the source text (ST), Maid’s utterance contains bald on record politeness strategy because there is not any politeness marker found in the source text. However, in the translated text, Maid’s utterance was changed into positive politeness strategy because there is a positive marker “lah” which shows solidarity of the speaker to the hearer while directing. It also has the characteristic of the face, which is the need to be accepted by others because the servant allows Nat to sit down this change of word can happen because of the consideration of politeness in Indonesia.

There are two techniques used to translate “sit there” in the source text (ST) into “duduklah di situ” in the target text (TT) by the translator. The techniques are established equivalent and addition. Established equivalent is used to translate “sit” into “duduk” and “there” into “di situ”. Then addition is used to add the suffix “lah” in the target text.

Another example, the translation of bald on record strategy in the directive act given by gatekeeper.

2. ST: “go up to the house, and give it to her”

TT: “Masuklah ke rumah itu dan berikan surat tadi pada beliau”
Context of situation: Nat just arrives to the outside of the gate of the Plumfield house. Nat talks to the gatekeeper, and he asks whether he can go inside or not. Then he is allowed and he is directed to come inside the house of plumfield by the gatekeeper.

The gatekeeper’s utterance in the source text (ST) contains bald on record politeness strategy because there is not any politeness marker found in the source text. Moreover, it is an order which is done baldly by the speaker without considering the hearer’s face. In the translation text, the gatekeeper’s utterance shifts into positive politeness strategy. The addition of suffix in the target text impacts to the shift of the politeness strategy.

There are three techniques which are used by the translator to translate “go up to the house…” in the source text, into ”Masuklah ke rumah itu” in the target text. The techniques are established equivalent, modulation, addition. The established equivalent technique is used to translate “to the house” into “ke rumah itu”, modulation is used to translate “go up” into “masuk” and then addition is used to add suffix “lah” in the target text.

3. SL : “come with me, dear; you must go to bed and rest; you are worn out, and this is too noisy a place for you.”

The context of situation: Mrs Bhaer as someone who is older than Nat tells Nat to go to bed and take a rest. Nat just arrives from far away to the Plumfield house, and he should take a rest to recover his energy.

The example above shows that between source text and target text have similar politeness strategy even though it gets translated. In the source text, the politeness strategy is positive politeness and in the target text, the politeness strategy is also positive politeness. Both of them have similar expressions of giving advice and telling someone to do something, which are actually polite for adults to do this action.

There are three techniques which are used by the translator to translate the utterance. The techniques are addition, established equivalent and variation. The established equivalent is used to translate “come” and “dear” in the source text into “ikut” and “sayang”. The addition is used by the translator to add “sayang” in the target text. The variation is used to translate “me” in the source text into “aku” in the target text. Although there is addition technique, the politeness strategy does not undergo shift because in the target text, the utterance still shows solidarity to the hearer.

From the examples above, it is very interesting to observe that different culture may lead into different expression and different choice of politeness. Furthermore it is not only a matter of accuracy, but it is also to provide the acceptable translation based on the culture of target text.
This research studies about the use of politeness in the directive acts utterances through Book for children entitled \textit{The Little Men}. Previously, there have been some researches dealing with politeness, first is Pratama (2014) entitled \textit{A Comparison Analysis of Politeness Strategies in the Translation of Commanding Speech Acts in The Amazing Spiderman and the Subtitle version (VCD) and its Impact toward the Translation Quality}. However, this research is conducted to the subtitle and for adult audience.

Another research was conducted by Umalee (2013) which also mentions about analysis maxim tact and the use of politeness strategy in novel Eclipse. The thesis talks about how the difference maxim tact can lead into the use of another politeness expressions. Similarly, this research is conducted to adult reader. Meanwhile, the present study is conducted to children literature.