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The use of Korean and Indonesian downgraders in Miss Granny and Sweet 20: A comparative study

Alfiana Amrin Rosyadi ^{1*}

¹Universitas Gadjah Mada, Indonesia

*Corresponding author: E-mail address: alfiana.amrin.r@ugm.ac.id

ABSTRACT

Politeness strategies reflect a deep-seated cultural value of respect and consideration for others' feelings, which significantly influences how individuals communicate in burdensome situations. This research aims to find out the different usage and forms of downgraders in Korean and Indonesian by analysing the same situations in drama titled Miss Granny and Sweet 20. Downgraders commonly appear in face threatening situation for reducing the burden of speaker. By thus, downgraders can be seen as a communication tool that language learners have to acquired. But since the Korean and Indonesian downgraders's forms are different, the learners of both language likely to have difficulty to use. This research used qualitative method by examining the downgraders in 'Miss Granny' and 'Sweet 20'. The collected data regarding downgraders were analyzed and compared based on each situation that included face threatening situation. The results showed that both language used downgraders in four situations such as asking for information, asking for request, giving advice and rejection. However since the form of downgraders are different, this research stressed the important of the teaching of downgraders in language learning classroom.

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1. INTRODUCTION

In daily communication, there are some situations that give a burden to the speaker. For example, when someone asking for help or rejecting an offer, the speaker tends to use non direct or polite ways to express their intentions. In some culture with strong politeness norms, it gives influence to the speech when they face a burdensome situation. Speakers in these cultures may employ various linguistic devices such as hedging, softening statements, and using honorifics to mitigate the potential face-threatening nature of their requests or rejections. These politeness strategies reflect a deep-seated cultural value of respect and consideration for others' feelings, which significantly influences how individuals communicate in burdensome situations.

In Bahasa Indonesia, when someone asks a favor to a stranger to show him/her direction, usually a native says *permisi* (excuse me) or *maaf* (sorry). Meanwhile, in Korea, a native often says *실례지만* (*silyejiman*) or *저기요* (*jeogiyeo*). Both in English are equal to excuse me. From the above situation, we know that both languages do not directly ask the stranger and use some words to reduce the burden. It is known as a downgraders to lessen illocutionary force. For instance, “I am sweating here”. The actual intention of the speaker is actually is to state that here the temperature rises so he needs the hearer to do something to make the speaker feel cooler. The speaker does not just want to say that she or he is now sweating. This also show that a speaker soften the utterance effect in order to get an advantage from the hearer so he can reach the communication goal (Li, 2019). Not only for achieving communication goal, Bardovi-Harlig (2019) emphasizes that the reason of using downgraders is also to lessen potential unwillingness rejection, so it will make the speaker easier to deliver their request and in case the speaker got rejected, the burden of the speaker will be reduced.

In verbal communication, there are some linguistic forms that are expressed and used as downgrader. In Korean, Lee, et al. (2018) highlights that some linguistic forms such as Korean auxiliary verbs “*주다, 보다, 싶다*” (*juda, boda, shipta*), discourse markers “*글썄, 좀, 저기*” (*geulsse, jom, jeogi*), passive voice, indirect question and indirect speech that are used as burden lowering tools in order to maintain the politeness during conversation. In recent studies, Kwon (2022) shows that guessing expressions, indecisive expressions, speaker subjective expressions, wishing expressions are used as mitigation tool in Korean language learning textbooks. Kwon (2022) used the term mitigation but in Korean is *완화 표현* (*wanhwa pyohyeon*) which can be translated also as downgraders.

Some scholars found realization of downgraders in face threatening situation. Hwang (2014) pointed out that Chinese Korean learners (CKL) failed to use *가능하다면* (*ganeunghadamyeon*), which means if it is possible, whilst most of native Korean speakers mentioned it when they delivered a request. Sari (2018) also mentioned that Korean used supportive moves such saying sorry, using the discourse marker *좀* (*jom*) and using prepators before delivering their request in short message. Not only in short message form, downgraders also were found as a characteristic of Korean business email. Business email is written in a formal form so that makes the sender has to sound polite as sound as possible. For reducing the burden of asking a request, the discourse marker *좀* (*jom*) and grammatical downgraders such as *-(으)ㄹ 것 같다* (*eul geot gatta*) (Rosyadi, 2020).

To find out the difference usage of downgraders in Korea and Indonesia, some literatures related to Indonesian's and Indonesian English learner 's speech act and downgraders were studied. In Nugroho & Rekha (2020); Nugroho, et.al. (2021), both researches examined realization of request speech act. The difference were the participants, one group was focused on regular English as

foreign language learner and another research group were designed to examine the business major students. Both researches results shown that even using DTC method or role play method, majority students in both researches used conventionally indirect strategy such as using the modal “can you, would you...” which classified as a query preparatory. The reason behind it was Indonesian learner of English also were high influenced so they have to be polite and do not intimidate the hearer (Nugroho & Rekha, 2020). This statement is lined with Wijana (2022) argument which revealed that instead of asking “Handukku di jemuran” (my towel is hanging on clothesline), Indonesian people tend to make it polite in commanding situation and use question form “Di mana handukku?” (where is my towel?) instead.

Moreover, the using of downgraders were not only found in request situation. Rahayu (2018) examined three groups which consisted of Indonesian native speaker, Indonesian English learner and English Native Speaker to find out their strategy in refusal speech act. Similar to result in request speech act, both Indonesian native and Indonesian English learner hesitated to use direct refusal compared to English Native Speaker and prefer to give reason and explanations. Nida (2020) investigated through a comparative study of Indonesian and American in advice giving speech act. By comparing two tv shows that has similar background, this research also stated that compared to American, Indonesian people tried to use indirect strategy when they gave advice to another people in order to save the face of hearer. Bates (2021) revealed that the mitigation or downgraders’s function is not only for saving face but it was used also for important tools to lower and to redefine the addressee’s psychological vulnerability.

After examining several literatures from Korean and Indonesian, it can be concluded that both languages naturally use indirect strategies in performing speech acts. This preference for indirectness is deeply embedded in the cultural fabric of these societies, where maintaining harmony and showing respect are highly valued. Thus, downgraders are commonly used as a tool to reduce the burden on the speaker and soften the impact of potentially face-threatening acts. This research attempts to find out the differences in usage and forms of downgraders in various face-threatening situations. In order to answer the research question, this study referenced Nida (2020), which also used two different TV shows as its research objects. By comparing these findings, this research aims to contribute to a broader understanding of how downgraders function in different cultural contexts and the specific linguistic mechanisms employed in Korean and Indonesian. Additionally, this study seeks to highlight the subtle variations in politeness strategies that reflect the unique social dynamics of each culture.

2. METHOD

This research employed a qualitative method by examining the films “Miss Granny” (2014) in Korean and its Indonesian remake “Sweet 20” (2017). The qualitative methodology enables a thorough, contextual comprehension of the language and cultural differences depicted in the movies. This approach is especially well-suited for research that necessitate a thorough analysis of social interactions and language use since it yields rich, descriptive data that can highlight underlying themes and patterns (Miles, Huberman, & Saldaña, 2014). By using this method, the study hopes to shed light on the subtle distinctions and parallels between the use of downgraders in Indonesian and Korean, thereby expanding our knowledge of cross-cultural communication.

Sweet 20 is a remake of Miss Granny. Since one is a remake of another, these movies were selected because they both have similar story line. Thus, it is expected to be easier to compare downgraders in those movies rather than in unrelated movies. Both of movies tell about a grandma

who was accused of making her daughter in law hospitalized. After discussion, her son sent her to a nursing home. Being sad, she sat on a bench and looked across the street. She found out that there was a studio photo with her favourite actress. She changed into a young woman and got auditioned for singing contest. The conflicts in those movie create some face threatening situations such as asking a request, giving advice, etc.

The data was collected from Netflix and Viu's subtitles. Then, those collected data from two movie lines were transcribed, analyzed and compared based on each situation that included to face threatening situation. Because qualitative data analysis is not a sequential process, it permits continuous data gathering and analysis, which enables researchers to modify and sharpen their emphasis in response to new information (Miles, Huberman, & Saldaña, 2014). The data is presented descriptively by comparing the downgraders used in the two languages. The Korean data was romanized before being translated into English.

3. RESULTS/FINDINGS AND DISCUSSION

Downgraders were found in Miss Granny dan Sweet 2020. Based on the movies, there were some situations that were burdensome to the speakers as follows: a. Asking for information. The situations became hard for the speaker because information that was asked in movies was not easy to talk about; b. Asking for a request. Naturally, when someone asks a favor or request, especially when the request is not an easy one, the situation becomes burdensome. To save face and reduce the burden, downgraders are used; c. Giving advice. Advice is easy to be delivered from an older person to the younger generation. But if it is the other way around, it could turn into an awkward situation; d. Rejecting. When saying no to the hearer, the speaker intends to not directly say the rejection.

3.1. Asking For Information

There were several situations when the characters in the movies asked for the information. For example, in Miss Granny when Dori (young version) asked the Han Seung woo (producer) why he has not yet got married even though he is successful.

Korean

- (1) 저기 말씀 좀 물어봅시다
[Jeogi malsseum jom mureubsida]
Excuse me, let me ask you a question
- (2) 뭐 하나 물어볼게
[Mweo hana mureobolkke]
I will ask you something
- (3) 뭐 하나 물어봐도 돼요?
[Mweo hana mureobwado dwaeyo]
Can I ask you something?
- (4) 하나 물어볼게.
[Hana mureobolkke]
I will ask you something

As shown in data 1, 2 and 3, lexical downgraders are used. Kim (2018) classified **좀** (Jom), **저기** (Jeogi), **뭐** (mweo) as lexical downgraders. **좀** (jom) are downtoners which reduce the force of an utterance. **좀** (Jom) in data 2 is not shorten form from **조금** (jogeum) which expressing 'few' but it is used to smooth the orders. According to Lee, et al. (2018) **저기** (Jeogi) is classified as hesitator and also used as a tool for starting a conversation carefully. **뭐** (Mweo) in Korean literally means 'what' but used as a downgrader. Kim (2018) grouped **뭐** (mwo) to **모호형** [mohohyeong] which means ambiguity. The speaker tends to not start speech with certainty like what we found in data 2 and 3. Data 2 and data 3 can be compared to data 4 which doesn't have any downgrader for starting an utterance.

For grammatical downgraders, the predicate **물어봐도 돼요** (mureobwado dwoeyo) is used for asking permission from the hearer. In data 2 and 3, the utterance are not orders but questions. The speaker wanted to ask the permission first before jumping to the actual request. By comparing the data 2, 3 and 4, it can be interpreted that speaker in data 4 did not use any downgrader because their close relation or their age. Based on the data 4, ending **-르게** (-l kke) is used instead of **-르게요** (-l kkeyo). It shows that the speaker's hearer is someone younger or close to him/her.

Indonesian

(5) Ngomong-ngomong, si Mona sudah lama tidak kelihatan. ke mana dia?
By the way, Mona has not been seen in a long time. Where did she go?

(6) Ada yang ingin aku tanyakan,..
There is something I want to ask,...

In the sweet 20 movie, there were two situations that showed the characters asking for information. Ngomong-ngomong (by the way) was used when grandma changed her topic and started to ask about something that did not relate to the previous speech. And when his son finally realized that the young lady was his mom, he said *ada yang ingin saya tanyakan* (There is something I want to ask) instead of saying, *saya ingin bertanya* (I want to ask). Both give the hearer a notice of the speaker's intention. Similar the use of **jeogi** (**저기**) which also used for opening a speech, the sentence no. 6 gives the sense that the speaker is carefully asking a question.

3.2. Asking for Request

The use of downgraders in request situations serves to soften the imposition on the hearer, making the request seem less demanding and more polite. This linguistic strategy helps to maintain social harmony and shows respect for the hearer's autonomy. By employing downgraders, the speaker acknowledges the imposition and attempts to minimize it, thereby increasing the likelihood of a favorable response.

Korean

(7) **우리 어디 가서 얘기나 좀 하지요?**
[Uri eodi gaseo yaegina jom hajiyo?]
Let's go somewhere and talk

- (8) 어디쯤 왔는지 확인 좀 해 줘요
[Eodijjeum wanneunji hwagin jom jweoyo]
Please check where he is now!
- (9) 실례가 안 된다면 먼저 집 구경해도 될까요
[sillyega andwindamyeon meonjeo jib gugyeonghaedo dwilkkayo?]
If you do not mind, can I look around your house first?
- (10) 이 방 구경해도 될까?
[I bang gugyeonghaedo dwilkkka?]
Can I look around this room?
- (11) 친구 들고 가도 돼?
[Chingu deulgo gado dwae?]
Can I bring my friends?
- (12) 나가시래 [Nagasirae]
She asked you to leave
- (13) 부탁이 하나 있는데....
[Buthagi hana inneunde...]
I have one request
- (14) 다른 병원에 알아 보고 있는데 워낙 급해서요. 가족 중에 혹시없으세요?
[Daereun byeongweone ara bogo inneunde weonak geupaeseoyo. Gajok jung e hoksi eopseuseyo?]
We are looking for other hospitals, but we are in a hurry. Among your family members, don't you have any?

The same types of downgraders were found in asking for information and asking for requests. Data 7 and 8 contained **좀** (jom) for smoothing the orders. Data 9, 10 and 11 have the same grammatical downgraders such as ending - **아/어도 되다** (-a/eodo doeda) which is used of asking permission. The only difference in utterance data 9, 10 and 11 was that ending used in data 11 used **반말** (banmal) or language form that is used for speaking among friends or closer relation. Data 11 was said by a grandson to her grandma. Because of their close tied relation, banmal (non-polite informal speech) was used. Data 9 and 10 put ending - **(으)ㄹ까요** (-eulkkayo) behind the non-final ending **구경해도 되다** (Gugyeonghaedo doeda). It is a combination between asking permission and asking the hearer's interest (National Institute of Korean Language, 2005).

Sentence 12 indicated non direct intervention from the speaker. The speaker said **나가시래** (Nagashirae) instead of ordering form from **나가다** (nagada) which is **나가십시오** (nagashibshio). Even **나가십시오** (nagashibssio) is a polite form but it still an ordering form. The situation was when grandma's son had to ask her out from the room because her wife told him to do. Kim (2018) indicated that indirect speech forms as **-다/나/라/자고/는대요** (-da / na / ra / jago / neundaeyo) are used to reduce the responsibility of utterance burden. By saying this, the speaker is trying to frame that 'I am not the one who told you, I just a forwarder'.

Indirect type of downgraders were found in data 13 and 14. *있는데요* (inneundeyo) and *아/어서요* (-a/eoseoyo). Data 13 showed that the speaker used the downgraders as an opener to ask a request. Furthermore, data 14 shows the speaker not only mentioned the explanation of current situation but also used *-아/어서요* (-a/eoseoyo) to explain the reason behind the request. Lexical downgrader *혹시* (hokssi) which means by any change is used in the data for reducing the burden of saying *없으세요* (obseuseyo). *없으세요* (obseuseyo) means don't you have any? In honorific form.

Indonesian

(15) Bu, boleh gak urusan anak-anak saya aja yang mengurus?

Mom, for anything related to my children, can I be the one who takes care of it?

(16) Juna, tenggorokanku seret banget nih. aku boleh minta tolong sama kamu buatin teh ga ya?

Juna, my throat is so dry. Can I ask you a favor to make tea?

(17) Kamu boleh dengerin aku ngomong dulu ga?

Can you listen to me first, can

(18) Dengerin dulu penjelasan saya.

Listen to my explanation first!

(19) Sewaktu muda aku suka mieke wijaya, bisakah di foto ini aku difoto secantik dia?

When I was young, I loved Mieke Wijaya. Can I look as pretty as her in this photo?

(20) Maaf, bisa bicara sebentar?

Sorry, can we talk for a while?

(21) Jadi gini, aku ngajak kamu ke sini karena ada yang aku omongin

So, I asked you here because there is something to talk

(22) Bagaimana kalau kita cari tempat yang tenang untuk bicara baik-baik

How if we find the place to talk

(23) Yuk cari tempat yang tenang untuk bicara baik-baik!

Let's go find a quiet place to talk!

Mostly Indonesian speakers use verb *boleh* (be allowed to do) or verb *bisa* (can) as shown in data 15, 16, 17 and 19. If data 17 and data 18 are compared, data 18 shows directness since there was no downgrader found in that sentence. When downgrader is absent in a sentence, the utterance sounds as a direct order. Both of utterance in data 17 and 18 were spoken by a speaker who has close relationship to the hearer. But in data 18, the speaker was in the frustration, so he chose to not use any downgrader. The difference usage between *boleh* (be allowed to do) or verb *bisa* (can) can be analyzed from data 16 and 19. *Bisa* in data 16 emphasized the willingness from the speaker to do something while data 19 showed verb *bisa* (can) highlighted the ability of the hearer. But in many situations like shown in data 20, *boleh* (be allowed to do) or verb *bisa* (can) can be used to replace vice versa.

Similar to Korean speakers, Indonesians speakers also tend to start conversation using some phrases which can be considered as downgraders before asking a request. In data 20, the speaker started the conversation using *maaf* (sorry) which indicates the guilt of interrupting or taking somebody's time. Besides asking sorry, the speaker also used *jadi gini* (so) to start the request. Based on word class by Thesaurus Dictionary of Bahasa Indonesia, *jadi* (so) itself means a guess and

classified as an adverb. Gini is shorten form of begini (like this) but in a phrase jadi gini it can be translated as a supportive moves to be used upon the request (Sari, 2018). Different to jadi gini (so), the speaker in data 22 used a question form to suggest an idea. It would be an order like what shown in data 23 if the form bagaimana kalau (how if) was not used.

3.3 Giving Advice

Giving advice is also a face threatening situation. The speaker tends to not directly say their intention to avoid giving orders. Especially when the speaker is younger or someone who does not have a close relationship with the hearer. For example, a situation when a young lady (a young version of grandmother) was invited to eat together with her grandchild. She might offer advice subtly or indirectly, perhaps by suggesting rather than commanding, to avoid overstepping boundaries and to maintain a respectful and harmonious interaction.

Korean

(24) 근디 생선조림은 무를 아래에만 깔지 말고 위에도 덮으면 물이 생선으로
베어서 훨씬 맛나다네요

[geundi saengseonjorimeun mureul araeeman kkalji malgo wiedo deopeumyeon muri saengseoneuro beeseo hwolssin mannadaneyo]

Don't just lay the radish on the bottom, but if you cover it with the top, the water will cut into the fish and they say it's much better

The indirect type was found in giving advice. Actually the advice was from the granny, herself. But she already changed into a younger version of her so she could not say directly to her daughter in law. Instead, she used 맛나다네요 (*mannadaneyo*) which means somebody or they told her that advice. So, it will not sound so direct to the hearer.

Indonesia

(25) Tapi ini tante masak pakai gula pasir ya ga pakai gula merah kalau menurut aku sih bikin sayur lodeh itu lebih baik pakai gula merah

But this one auntie cooks with granulated sugar, right? didn't use brown sugar, did you? in my opinion, it's better to use brown sugar to make sayur lodeh

(26) Sebaiknya kalian tetap ke rumah sakit

It would be better if you guys still go to the hospital.

(27) Kalian tetap ke rumah sakit!

You guys still have to go to the hospital!

If the Koreans use the indirect speech as downgraders in their utterance in giving advice situation, Indonesians use more suggestions from such as *kalau menurut aku* (*in my opinion*) and *sebaiknya* (*would be better*). Both of words are used to reduce the force of orders. By comparing to sentence no.27, expresses a recommendation, which means it is not something the hearer has to follow or obey. This result also supported by Kusumastuti, et. al. (2022) which exposed that modals such as *sebaiknya* (*would be better*) appeared with 3% frequency as a downgrader in pandemic related conversation along with *menurut saya* (*in my opinion*) that was included as interpersonal markers.

3.4 Rejecting

There were some rejecting situations in the movies. Interestingly, rejecting situations in the Korean version were also found in the Indonesian version. One of the rejecting situations was when the granny had to reject his own grandchild.

Korean

- (28) 미안한디 니는 내 스타일이 아냐
[Mianhandi nineun nae seutairi anya]
I am sorry, but you are not my style
- (29) 시간 좀 걸렸어요. 피곤하실 텐데 먼저 들어가세요
[igan jom geollyeosseoyo. pigonhasil tende meonjeo deureogaseyo]
- (30) 이번에 자가곡 힘들 것 같은데
[Ibeone jagagok himdeul geot gateunde]
For this time, it would be hard for your self-composed song (to be used in a concert)

For rejection of confession, the grandma started with an apology. The utterance did not sound as direct as if she rejected it without saying sorry. The background of sentence no. 29 was when the manager offered to wait for her in the hospital. So instead of saying sorry, in this case, the speaker used downtowner such as 좀 (*jom*) and which expresses conjecture and supposition. Kim (2018) included -(으)ㄹ 텐데 (*-(eul)l thende*) and -(으)ㄹ 것 같은데 (*-(l geot gatheunde)*) as downgraders and classified as guessing type 짐작형 (*jimjakhyeong*). In line with what was proposed by Kim and Rosyadi (2019) exposed that -(으)ㄹ 것 같다 (*-(eul geot gatha)*) was found mostly in Korean Native Speakers group and it shows the difficulty of the learner of Korean to use the phrase to reject a request. The difficulty also can be explained as the lack information of pragmatic usage of the ending -(으)ㄹ 것 같다 (*-(eul geot gatha)*) in majority textbook.

Indonesian

- (31) iya gak papa. takutnya nanti kamu jadi kelamaan nunggu
It is okay. I am afraid that you will wait too long
- (32) dengan berat hati saya harus bilang iya
Unwillingly to say but I have to say yes

The speaker of Indonesians in rejecting situation tends to choose word carefully when stating their opinion. The words used in data 32 and 33 are showing that the speaker considered the hearer's feeling towards rejection. In data 32, the speaker used *takutnya* (*I am afraid*) to express her worry and to tone down her rejection form to the hearer's offer. The same pattern also can be found in data 33, the speaker started the rejection by saying the phrase *dengan berat hati* which in Indonesian, *berat hati* is an idiom which means unwilling. Both of words were used to reduce the burden of doing rejection.

3.5 The comparison of downgraders' form in Korean and Indonesian

In previous sub-theme, all downgraders were discussed and classified based on the situation. As it have been explained by showing data of each usage, we can also compare the usage of downgraders

in Korean and Indonesian in the same situation. There are many similar and also different form of downgraders appeared in both of drama like shown in table below.

Table 1.

The Comparison of downgraders's form in Korean and Indonesian

Situation	Korean	Indonesian
Asking for Information	Opening words 뭐(<i>mwo</i>), ending – 아/어도 되다(<i>a/eodo doeda</i>)	Opening phrase <i>ngomong-ngomong</i>
Asking a Request	Adverb 좀 (<i>jeom</i>), 혹시(<i>hokssi</i>) ending –아/어도 되다 (<i>a/eodo doeda</i>), indirect speech, ending -ㄴ/ㄹ(으)ㄴ/는데(<i>n/eun/neunde</i>)	<i>Bisa (can), boleh (to be allowed), maaf (sorry), opening phrase jadi gini, suggestive question bagaimana kalau ..(how if it is)</i>
Giving advice	Indirect speech	Modal <i>sebaiknya (would be better), interpersonal marker menurut saya (in my opinion)</i>
Rejecting	Adverb 좀 (<i>jeom</i>), ending –(으)ㄹ 것 같다 (<i>-eul got gatta</i>)	Phrase/idiom <i>takutnya (I am afraid), dengan berat hati (unwillingly)</i>

From the table above, it can be highlighted that Korean and Indonesians use opening words or phrase in asking for information situation. The difference is in Korean there are many forms of opening words such 저기 (*jeogi*) and 뭐 (*mweo*) which were not found to be used in Indonesian 's downgraders. Similar to Asking for information, in asking for a request, both languages use verb which asking the ability or the permission from the hearers. In Korean there is an adverb 좀 (*jeom*) which can be translated as a few but in asking situation it is translated as tool for downgrade the utterance. Interestingly, in Indonesian, that kind of form could not be found. Instead of using an adverb, Indonesian speakers use apologizing form such as maaf (*sorry*) and also a phrase to open conversation such as jadi gini (*so*). Indonesian speakers also do not indirect speech as downgraders unlike Korean. Korean using more indirect speech as their form of downgraders. It also can be found in giving advice situation. Meanwhile, in Indonesian, rather than using indirect speech, the speaker stated their opinions and used the modal *sebaiknya* (*would be better*) as tool to tonedown the utterance. In rejecting situation, Koreans tend to express their opinion by using ending –(으)ㄹ 것 같다 (*-eul got gatta*). ending –(으)ㄹ 것 같다 (*-eul got gatta*) can be used as a guess but it also has pragmatic function to be used in rejecting situation. Different to Korean, Indonesians used some phrases that expressed their worry about hearer 's feeling such as *dengan berat hati* (*unwillingly*). Overall, these differences underscore the varying pragmatic strategies employed by Korean and Indonesian speakers to manage face-threatening situations. Korean speakers rely more heavily on indirect speech and specific grammatical endings, while Indonesian speakers tend to use apologetic forms and explicit modals or phrases to achieve a similar effect. Understanding these nuances is crucial for effective cross-cultural communication and for appreciating how each language's unique structures shape its speakers' interactions.

4. CONCLUSION

After comparing each of the face-threatening situations that appeared in the dramas "Miss Granny" and "Sweet 20," several conclusions can be drawn. First, downgraders can be found in both languages in similar situations. Although many different forms appeared, these downgraders demonstrated that communication in both Korean and Indonesian tends to be indirect or not

straightforward. This supports the argument made in the introduction that Korean and Indonesian native speakers tend to avoid direct strategies in their daily communication. Thus, both languages consider the use of downgraders in speech acts as a means to reduce the burden of the utterance.

Second, the downgraders did not always appear in the same forms. There were utterances that contained downgraders in Korean but not in Indonesian, which could be influenced by the differences in Korean and Indonesian grammar. Korean has various endings that can be used to soften the effect of an utterance. Additionally, it can be argued that the Indonesian movie script did not simply translate all words from Korean but was adapted to fit natural Indonesian conversation.

Third, given that the forms of downgraders differ between the two languages, there is a strong suggestion to teach the pragmatic function of grammar to language learners to avoid errors. Many language learners tend to translate downgraders from their mother tongue when they do not know how to express them in the target language. Teaching the specific downgraders and their pragmatic functions in the target language can help learners communicate more naturally and effectively, minimizing the risk of pragmatic failures.

Overall, this research highlights the importance of understanding the cultural and grammatical nuances that influence how downgraders are used in different languages. By recognizing these differences, language educators can better prepare learners to navigate the complexities of cross-cultural communication.

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