

Language Politeness between Teachers and Students in Learning Process at SMP 1 Ternate City

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Abstract: The purpose of this study is to identify the types of speech (utterances) that are not polite spoken by the Indonesian teachers and students in the learning process and identify the types of politeness maxims that are violated by the teacher and students in the learning process at SMP Negeri 1 Kota Ternate, and use politeness scale approach to determine the types of polite speech. The method used in this research is descriptive qualitative method. This study uses three data collection techniques, namely; 1) observation technique. 2) taking note techniques. 3) record technique. The results of the study show that; six (6) the maxim of politeness conveyed by Leech, all maxims are violated by the teacher and students in the learning process in the class. Maxim which is often violated is the maxim of approbation and the least violated is maxim of compatibility / agreement. Violations of language politeness maxims are violated more by teachers than students. All violations of these maxims are carried out in the learning process in the classroom. The politeness scale is a measure to determine the level of politeness in a speech. The politeness scale is used as a measure of politeness in speaking in a context adapted to the context of speech.

1 INTRODUCTION

The purpose of communication is to establish social relations using several strategies. Thus, after the communication process is completed between the speaker and the interlocutor have a deep impression, for example: the impression of being sympathetic, polite, friendly, and polite.

Creating a communication by using polite language in an educational environment is very important because school is a place where there are various kinds of learning activities between teachers and students, so in situations like this there are various kinds of utterances that contain the value of politeness and courtesy occur both inside and outside the classroom conducted by teachers and students in the learning process.

In politeness, there is a principle of politeness that is used by the principle of politeness known as the maxims of politeness. The purpose of this study; (1) types of language politeness maxims used, (2) types of violations of language politeness maxims that are violated by teachers and students in the learning process.

2 LITERATURE REVIEW

2.1 Principles of Politeness

In politeness of language, Leech's (1993) politeness of language theory is based on the principle of politeness, which is described to be six maxims (provisions, teachings); (1) Maximizing wisdom or wisdom outlines that each participant must minimize the loss of others, or maximize profits for others. (2) the maxim of acceptance requires each participant to maximize losses for themselves and minimize self-profit. (3) the mercy maxim requires each participant to maximize respect for others and minimize disrespect to others. (4) the maxim of humility requires each participant to maximize self-respect, and minimize respect for oneself. (5) the maximal match requires that each speaker and opponent to speak maximize the agreement between them; and minimize disagreements between them. (6) the maxim of conclusions requires all participants to maximize their sense of love, and minimize the sense of antipathy towards their opponents. When

opponents say they have good luck or happiness, the speaker is obliged to give congratulations. If the opponent says he has a problem or disaster the speaker should properly convey grief or condolences as a sign of sympathy.

2.2 Level Politeness

Robin Lakoff (1973) states that there are three conditions for fulfilling their obligation in speaking; (1) the formality scale states that in order for the participants of speech (speakers and opponents to speak) to feel comfortable in speaking activities, then the utterances used should not be forced and should not seem arrogant. In the discussion, each participant must maintain each other's formalities and maintain a reasonable and natural distance between one another. (2) the scale of uncertainty also called the optionally scale shows that speakers and opponents of speech can feel comfortable with each other in speaking, so the choices in speaking must be given by both parties. We must not be overly tense or too rigid in speaking activities because it will be deemed not polite (3) the scale of volunteerism shows that in order to be polite, we must always be friendly and must always maintain friendship between speakers and opponents of speech. Speakers must always assume that the opponent said is a friend, and vice versa. This sense of friendship is one of the prerequisites for achieving politeness.

3 RESEARCH METHODS

This research method is a descriptive qualitative method. The type of research data consists of three, namely (1) taking note, (2) data records, and (3) documentation. This study uses three data collection techniques, namely; (1) observation (observation) technique, (2) taking note techniques, and (3) record technique.

The data analysis technique used in this study is the Miles and Huberman models. According to Miles and Huberman in Ridwan (2010: 246) there are three activities in data analysis, namely; data reduction (data reduction), data display (data presentation) and conclusion drawing / verification (concluding / verifying data).

4 FINDINGS AND DISCUSSION

4.1 Maxim of Tact / Wisdom

Speech data 1. The Violation of Tact/Wisdom Maxim

Teacher (1) : Before learning begins, I ask assignments are all collected now.

Student A (2) : Sorry sir, I forgot to take the assignment.

Teacher (3) : Where is your assignment?

Student B (4) : I have made it but it hasn't finished, sir.

Teacher (5) : You both came out!!

Speech (5) You both come out on top to show impoliteness that is done by the speaker (teacher) to the addressee (student). This speech is very detrimental to students because they are not allowed to take part in learning. This is a violation of the maxim of wisdom / wisdom carried out by the teacher in this discussion.

Speech data 2. The Level of Politeness

Teacher (1) : Before learning begins, I ask assignments are all collected now.

Student A (2) : Sorry sir, I forgot to take the assignment.

Teacher (3) : Where is your assignment?

Student B (4) : I have made it but it is not finished, sir.

Teacher (5) : Both of you are given the opportunity to get together tomorrow.

Speech (5) Both of you are given the opportunity to gather tomorrow's assignments which are told by the teacher to be polite and not detrimental to students, because students are still given the opportunity to gather assignments and be able to attend learning. Students feel cared for and appreciated by the teacher. So thus, this utterance does not violate the maxim of wisdom / wisdom.

4.2 Maxim of Acceptance / Generosity Maxim

Analysis of speech data (6) and (7) below is speech data which is a form of violation of the maxim of acceptance / generosity carried out by the teacher towards students in the learning process in the classroom.

Speech data 1. The Violations of acceptance/ Generosity Maxim

Teacher (6) : School is a place of learning, not a place to be stylish.

Teacher (7) : Come to school in clothes neat and active learning while on school.

Student (8) : Yes, sir.

Speech (6) school is a place of learning, not a place for style, in sentences or phrases not a place for style is a speech that contains the value of impoliteness, because speakers (teachers) make the speaker (students) feel afraid and not confident. This is very detrimental to students. So this speech is a form of violation of the maxim of acceptance / generosity. The level of politeness analysis in speech data (6) and (7) below is an advanced analysis of the same speech data in the analysis of violations of acceptance / generosity maxims analyzed above.

Speech data 2. The Level of Politeness

Teacher (6) : School is a place of learning and self-development.

Teacher (7) : So please, if you come to the school wear clothes neat and always study hard.

Student (8) : Yes, sir.

Speech (6) School is a place for learning and development provided (7) So please, if you come to school, wear neat clothes and always study hard, these speeches become more polite because they benefit students. These utterances students have confidence and do not feel afraid of the teacher in the learning process in the classroom. This is desired by the maxim of acceptance / generosity, that is, each participant of the meeting to maximize losses for themselves and minimize their own profit.

4.3 Maxim of Approbation

Speech data 1. The Violations of Approbation Maxim

Teacher (9) : Have questions?
 Student A (10) : There is a mother, what is the symbol difference and emblem?

Teacher (11) : Anyone want to answer?
 Student B (12) : I tried to answer...
 Teacher (13) : False. Any other?
 Student C (14) : In my opinion...
 Teacher (15) : Still wrong.

Speech (13) Wrong. There are others and utterances (15) Still wrong to be disrespectful and to violate the

maxim of mercy. Both utterances do not respect or respect students. The wrong word in the above speech should not be uttered by a teacher to students, because the impression is not polite. The level of politeness analysis in speech data (13) and (15) below aims to classify the level of politeness in speaking between teacher and student in the learning process in the classroom.

Speech data 2. The Level of Politeness

Teacher (9) : Have questions?
 Student A (10) : There is a mother, what is the symbol difference and emblem?
 Teacher (11) : Anyone want to answer?
 Student B (12) : I tried to answer...
 Teacher (13) : Good. Any other?
 Student C (14) : In my opinion...
 Teacher (15) : It's correct, but it's still lacking.

Good words in speech (13) and phrases in speech (15) have clearly given politeness and positive consequences for students. They feel they are not divided but are valued and cared for by the teacher even though their answers are wrong.

4.4 Maxim of Modesty

Speech data 1. The Violations of Modesty Maxim

Student A (16) : I invite the speaker to explain our group material.
 Student B (17) : I am not talking at length and do not mean to patronize friends all friends. I just went straight...
 Teacher (18) : Please ask the group...
 (19) : Why keep quiet.
 (20) : Don't be a *panako* (cowardly) like that!

Speech (20) Don't be a *panako* (cowardly) like that! is a speech that does not have politeness value, the phrase becomes *panako* (being cowardly) is a phrase that does not motivate students, on the contrary it makes students lose motivation. This speech is a form of violation of the maxim of modesty.

Speech data 2. The Level of Politeness

Student A (16) : I invite the speaker to explain our group material.
 Student B (17) : I am not talking at length and do not mean to patronize friends all friends. I just...
 Teacher (18) : Thank you for the presentation, please ask the group...

Speech (18) Thank you for the presentation, please ask the group ... to be polite, students are highly

valued and cared for by the teacher. Motivate students in the learning process. This speech fulfills the principle of modesty, maxim of humility / simplicity, so that no violation occurs in this maxim.

4.5 Maxim of Agreement

Speech data 1. The Violations of compatibility / agreement Maxim

Student A (19) : Thank you for the opportunity given to us for present our group assignments.

Student B (20) : Are there any questions?

Teacher (30) : Present your group not according to topic...

Speech (30) Your group's presentation not on the topic is polite speech. Phrases are not as synoptic as the teacher giving less attention and appreciation to students. They feel their opinions are undervalued by the teacher. Although the results of their assignments are not as expected, it is fitting for the teacher to respect and respect the work of the students by telling polite speech so that students still have motivation in learning.

Speech data 2. The Level of Politeness

Student A (19) : Thank you for the opportunity given to us for present our group assignments.

Student B (20) : Are there any questions?

Teacher (30) : Thank you for the group presentation.

This second speech (30) shows the value of politeness and the awarding of teachers to students, if this happens then it highly upholds the principle of maxim of agreement. A very polite "thank you" phrase if it is told by the teacher to students, students will feel respected and valued by the teacher.

4.6 Maxim of Sympathy

Speech data 1. The Violations of Sympathy Maxim

Student (31) : Faldi is sick, mom.

Teacher (32) : If you are sick, you must have a permit.

(33) : Don't make it sick as an excuse.

Seeing the example of speech (32) *If there is sickness*, there must be a permit and utterance (33) *Don't make sickness as an excuse*, show impoliteness in the speeches because students feel less attention is respected and there is no sympathy from the teacher. Obviously this is a violation of the

maxim of confusion because it does not obey the maximal principle described above.

Speech data 1. The Level of Politeness

Student (31) : Faldi is sick, mother.

Teacher (32) : May he get well soon.

(33) : Please make a permit if you are sick.

Compare speech (31) and (32) there are differences, the second recitation shows the politeness spoken by the teacher. The teacher gives sympathy to students. The above utterances are polite so they do not violate the maxim of sympathy.

5 CONCLUSIONS

The results of this study can be summarized as follows.

- 1) Violations of language politeness maxims are violated by teachers than students. All violations of these maxims are carried out in the learning process in the classroom.
- 2) The scale of politeness is used as a measure of politeness in speaking in a context adapted to the context of speech itself.

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