International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Politeness In Language Of Teachers And Grade 3 Students In The Teaching And Learning Process At Sd Negeri 133 Bengkulu Utara

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Abstract

This study aims to describe the form of language politeness of teachers and grade III students in the teaching and learning process in elementary schools and analyze the form of politeness based on the principle of courtesy Geoffrey N. Leech. This study uses a descriptive qualitative approach with data in the form of teacher and student speech that occurs during the learning process. Data collection is carried out through observation, recording, recording, interviews, and documentation. Data analysis is carried out through the stages of data collection, data condensation, data presentation, and conclusion drawing and verification. The analysis of linguistic politeness refers to Leech's six maxims, namely the maxims of wisdom, generosity, appreciation, simplicity, consensus, and sympathy. The results of the study show that the politeness of teachers and students is manifested through the provision of subtle instruction, willingness to provide assistance, praise and appreciation, humility, acceptance of other people's opinions, and expressions of concern and empathy. In learning interactions, the use of the Bengkulu regional language was also found as part of a communication strategy that reflected the social and cultural closeness between teachers and students. The use of expressions such as ambo, iyo, bae, and samo-samo indicates the presence of local linguistic characteristics that can strengthen interpersonal relationships when used in context. Language politeness in the learning

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process not only serves to create effective and harmonious communication, but can also be a means of building students' character through habituating an attitude of respect, caring, humility, and being able to build agreements. This research is expected to contribute to pragmatic studies, especially language politeness in the context of basic education.

Keywords: politeness in language, teacher, student, maxim Leech, pragmatic

INTRODUCTION

Language is the main communication tool used by humans to convey ideas, ideas, feelings, and information in daily life. In the world of education, language has a very important role because the learning process takes place through verbal interaction between teachers and students. The interaction not only aims to convey learning materials, but also functions as a means of character formation, one of which is polite character in language.

Language politeness is an important aspect of communication in the school environment. Language politeness reflects respect, respect for others, and the ability to use language appropriately according to the situation and the opposite speaker. According to Leech (2020), language politeness is a linguistic behavior that aims to maintain the harmony of social relations through the use of speech that pays attention to the principles of politeness. The principle of politeness includes the maxim of wisdom, the maxim of generosity, the maxim of appreciation, the maxim of moderation, the maxim of consensus, and the maxim of sympathy.

In line with this opinion, Brown and Levinson (2022) explain that language politeness is related to the speaker's efforts to maintain the "face" of the speaking opponent. In the context of learning in elementary schools, teachers and students are required to be able to use polite language in order to create a comfortable, harmonious, and effective learning atmosphere. The use of polite language by teachers can be an example for students in communicating, while students who are used to using polite language will more easily develop an attitude of respect for teachers and peers.

This phenomenon is important to study because the use of impolite language can affect interpersonal relationships in the learning process and potentially hinder the formation of students' character. On the other hand, research on language politeness in elementary school students, especially grade 3, still needs to be developed to find out the forms of politeness used, the principles of politeness applied, and the factors that affect it.

Based on the above background, the focus of the problems and research questions in this

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study are: How is the politeness of language of teachers and grade 3 students in the teaching and learning process at SD Negeri 133 North Bengkulu?

In accordance with the formulation of the problem above, the purpose of this study is to describe the politeness of language of teachers and grade 3 students in the teaching and learning process at SD Negeri 133 North Bengkulu.

OVERVIEW OF PRAGMATICS

Pragmatics is a branch of semiotic linguistics. Semiotics studies verbal language, symbols, symbols, signs, as well as their reference and meaning in the vehicle of life. Pragmatic science examines the relationship between language and the context and the relationship between language use and its users/speakers. According to (Ismail Suardi Wekke, 2019) in its operational actions, the pragmatic study seeks to explain how the language serves its speakers in use. What does the speaker do in the act of speaking? What speech system operates so that speech is in harmony with the speaker, speech friend, and the context of the speech nature. The use of the term pragmatics was first introduced by a philosopher named Charles Morris in 1938, who had a great interest in the science of signs, or semiotics. In semiotics, Morris distinguishes three different branches of inquiry, namely: syntactics or syntax, which is the study of the formal relationship of one sign to another, semantics (semantics), which is the study of the relationship of signs to the object in which the signs are applied (marked), and pragmatic which is the study of the relationship of signs with interpreters. These three branches are then better known as the theory of tricotomy.

SURVEY ON LANGUAGE POLITENESS

Language politeness is politeness and subtlety in using language when communicating verbally and in writing. The language used is full of orderly manners, manners and contains high values of respect, which is commonly called "manners". According to (Chaer, 2020), language politeness is a good word selection activity by paying attention to time and speaking partners. Meanwhile (Mayasari et al., 2022) said that language politeness is an interpersonal relationship system designed to facilitate interaction by minimizing the conflicts and confrontations inherent in humans. (Leech, 2020) has the principle of courtesy which is differentiated into six types. It is described as follows: that the principle of politeness can be divided into six types, namely: 1) Maxim of wisdom 2) Maxim of generosity 3) Maxim of appreciation 4) Maxim of moderation 5) Maxim of consensus 6) Maxim of sympathy. It can be understood from the opinions of some of

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the experts above that language politeness is a good word selection activity by paying attention to time and speaking partners. In addition, it is also politeness and subtlety in using language when communicating orally and in writing, in order to minimize offense and misunderstanding. All of this will be done well if you pay attention to the principles of politeness in language.

METHODS

Method is an orderly and well-thought-out way to achieve goals and a systematic way of working to facilitate the implementation of an activity to achieve the specified goal. The type of research used in this study uses a qualitative research type with a descriptive approach. Moleong (2020:6) states that a type of qualitative research with a descriptive approach is a research procedure that produces descriptive data of written or spoken words from people and observed behaviors.

The type of qualitative research with a descriptive approach in this study is used to describe or describe carefully and objectively based on the existing facts. Descriptive in the study to describe the politeness of language of teachers and grade 3 students in the teaching and learning process at SD Negeri 133 North Bengkulu. This research tries to interact with the research object naturally. In this case, the researcher seeks to observe people in the natural setting of the way they speak, and act according to their ways. As well as providing adequate understanding and explanation through description.

According to Mahsun (2012) stated that the data collection process is; Free Speech Techniques, Recording Techniques and Recording Techniques.

1. Listening Techniques

The simak method is a method used for data acquisition by listening to the use of the language of Mahsun (2012). In the social sciences, this method can be paralleled with observation or observation methods.

2. Recording Techniques

Recording techniques are data collection techniques used by recording, recording techniques are used with the consideration that the data being studied is in the form of oral data. In this technique, the author recorded the speech spoken by the teacher to the students during the Indonesian language lesson.

3. Recording Technique

The recording technique is recording several forms that are relevant to the research from the use of written language (Mahsun, 2005) The recording technique is used to record the data of

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the findings after the listening process. In this technique, the author records the speech that occurs to minimize data loss, because if the recording is not clear, it can be clarified with that record.

In data collection, instruments are very important in research, because they are measuring tools and will provide information about what we are researching. Data is the main purpose to be collected using instruments. According to (Purwanto, 2018) research instruments are basically tools used to collect data in research. The research instrument is made according to the purpose of measurement and the theory used as the basis. According to I Komang & I Kadek (2020) In general, the types of research instruments consist of observation sheets, questionnaires (questionnaires), and learning outcome tests. In this study, the type of instrument used is the researcher himself assisted by other tools and observation sheets, namely in the form of data cards.

DISCUSSION

1. Maxim of Wisdom

Principle: maximizing profits for speech partners and minimizing losses for speech partners.
Date: 1
Teacher: "Please open the book on page twenty, son. Mom wait until my friends are ready."
English:
"Please open the book on page twenty. Mom will wait until my friends are ready."
Analysis:
Teachers' speech is included in the maxim of wisdom because teachers try to maximize benefits for students and minimize the burden or losses that students may receive. The use of the word "please" suggests that the teacher conveyed the command more subtly so that it does not sound coercive or harsh. Meanwhile, the speech "Mommy wait until your friends are ready" shows that the teacher gives students the opportunity to prepare themselves before participating in learning activities. The teacher does not demand students in a hurry, but gives them time so that they can follow the instructions comfortably. The speech also shows the teacher's attention to the condition of students. Thus, teachers' communication strategies reflect an attitude of respect for students and create a comfortable, polite, and communicative learning atmosphere.

Dates 2
Student: "Mom, can I borrow a pencil friend?"

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"Okay," he said, "but ask your friend for help."
English:
"Mom, can I borrow a friend's pencil?"" Yes, but ask your friend kindly."
Analysis:
Students' speech is included in the maxim of wisdom because students use the form of requesting permission "may" before doing something. The use of the word indicates that students do not directly take or use something without considering the rights and comfort of others. The speech "Mom, can you borrow a pencil friend?" also shows an attitude of respect for teachers and friends as speech partners. Students express their desires indirectly so as to reduce the impression of ruling or coercion. Next, the teacher responded positively by saying, "Yes, but ask your friend kindly." The response shows that the teacher not only gives permission, but also teaches how to ask for something politely. Thus, the speech reflects the application of the maxim of discretion because the speaker seeks to minimize potential loss or discomfort for the speech partner and maximize profits through polite communication. In the context of learning, this speech also shows that politeness in language can be a means of shaping students' character.

2. Maxim of Generosity
Principle: maximizing losses or sacrifices for oneself and maximizing profits for others.
Date: 1
Teacher: "Let Mom help you bring these books to your desk."
English:
"Let Mother help bring these books to your table."
Analysis :
The speech shows the application of the maxim of generosity because the teacher offers help to students and is willing to do work for the benefit of students. The attitude of the teacher who says that he will help shows a willingness to sacrifice time and energy to provide convenience to students. Teachers do not prioritize comfort or personal interests, but rather prioritize the needs of students in the learning process. The speech also reflects positive interpersonal relationships because students feel cared for and helped when experiencing difficulties. Thus, the use of polite language not only shows adherence to the principle of generosity, but also creates a comfortable, cooperative, and supportive learning environment for students.

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Dates 2
Student: "Mom, I'm the one who took off the board."
Teacher: "Yes, thank you, son."
Bahasa Indonesia:
"Mom, I'm the one who deleted the board."" Yes, thank you, son."
Analysis :
Students show a willingness to help the teacher by taking on the task of removing the whiteboard. The speech "ambo bae" which means "I am only" indicates the willingness of students to do work to help others. The speech is included in the maxim of generosity because the student does not wait for orders from the teacher, but voluntarily offers himself to do the task. This attitude shows that students prioritize the interests of the teacher and the needs of the class over their own interests. In the context of learning, the act of removing the whiteboard is a simple form of help that reflects the student's concern and responsibility. The use of the local language "ambo bae" also gives a familiar and friendly impression in the interaction between teachers and students. Thus, the speech not only shows linguistic politeness, but also reflects social values in the form of care, willingness to help, and respect for others.

3. Maxim of Appreciation
Principle: maximize respect for others and minimize reproach for others.
Date: 1
Teacher: "That's a good answer, Armi. Clap to Armi!"
English:
"Your answer is very good, Armi. Give Armi a round of applause!"
Analysis:
The teacher's speech is included in the maxim of appreciation because the teacher gives a verbal award to Armi after being able to answer the question correctly. The phrase "That's right" shows the teacher's recognition of the student's ability, while the speech "let's give a pat to Armi" reinforces this form of appreciation in front of all students. The praise of "bagus nian" or similar expressions shows the teacher's efforts to maximize appreciation for students and minimize reproach. The response of friends in the form of applause also shows that the award is not only given by the teacher, but involves the entire class. This speech can increase students' confidence, motivation, and courage to actively participate in learning.

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Dates 2
Student: "Nice picture of you, Rani. It's a beautiful color."
English:
"Your picture is very good, Rani. The colors are very neat."
Analysis:
Students give praise to the results of their friend's work. This speech maximizes appreciation and can increase your friend's confidence. The praise given shows that students are able to appreciate the efforts and work of others without demeaning or denouncing their friends' shortcomings. The use of positive expressions also creates a harmonious and pleasant atmosphere of interaction in the classroom. In the perspective of the maxim of Leech appreciation, speech is a form of obedience because the speaker tries to maximize respect and appreciation for the speech partner. The praise also has a social function, which is to motivate friends to remain confident and enthusiastic in completing tasks. Thus, the speech is not only polite linguistically, but also reflects mutual respect in the learning environment.

4. Maxim of Moderation
Principle: minimize self-praise and maximize humility.
Date: 1
Teacher: "Mom is not the smartest, we are learning."
English:
"Mothers are not the smartest, we learn together."
Analysis:
The teacher's speech is included in the maxim of simplicity because the teacher does not stand out as the smartest or most knowledgeable party compared to the students. The statement "Mothers are not the smartest, we learn together" shows a humble attitude in learning interactions. The teacher puts himself and the student as part of the same learning process, so as not to create too high social distance. This attitude also shows that teachers are willing to acknowledge their limitations and provide space for students to participate actively. The use of the phrase "learning samo-samo" strengthens the value of togetherness, while creating a more open, comfortable, and democratic learning atmosphere. Thus, the speech maximizes humility and minimizes the impression of self-pride.

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Dates 2
Student: "I'm not ready yet, ma'am. Still learning."
English:
"I'm not good yet, ma'am. I'm still learning."
Analysis:
The speech is included in the Maxim of Simplicity because students show a humble attitude and do not try to boast about their abilities in front of their teachers or friends. Even if the student obtains good grades or has certain abilities, he does not over-express his or her superiority. This attitude can be seen from the way students admit that they still need to learn and do not put themselves as the smartest students. In the context of learning, the speech shows the awareness that success is not only determined by individual abilities, but also through the learning process and the help of others. Thus, students' speech reflects politeness because it minimizes self-praise and shows humility in interacting.

5. Consensus Maxim
Principle: maximizing agreement and minimizing disagreement between speakers and speaking partners.
Date: 1
Teacher: "Tomorrow we will study in groups, okay?"
Student: "Agree, ma'am. So that it will be easier to learn samo-samo."
English:
"Tomorrow we will study in groups, shall we?"" Agreed, ma'am. So that it is easier to learn together."
Analysis:
The students' speech shows a form of compliance with the consensus maxim because the student expresses approval of the plan presented by the teacher. Statement "Agree, ma'am. Make it easier to learn samo-samo" shows that students accept the teacher's ideas about group learning activities and provide reasons to support the decision. The use of the word "agree" directly indicates an agreement between the speaker and the speaking partner. Meanwhile, the expression "samo-samo" indicates the desire to do activities together. The speech also shows an attitude of respecting the teacher's opinion without showing rejection or contradiction. Thus, communication between teachers and students takes place in harmony, cooperative, and polite.

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Dates 2
Student: "I think that's your answer , ma'am."
Teacher: "Iyo, your opinion is correct. Anyone want to add?"
Bahasa Indonesia:
"I think the answer goes like this, ma'am."" Yes, your opinion is correct. Anyone want to add?"
Analysis:
The speech is included in the consensus maxim because the teacher tries to maximize agreement and minimize conflict with students. The teacher does not directly reject the opinion submitted by the student, but first gives recognition to the opinion. This attitude is seen when the teacher accepts the student's answer as a considerable opinion, then gives other students the opportunity to add or express different views. The strategy creates a democratic and communicative learning atmosphere. Students feel that their opinions are valued so that they are more courageous to participate in learning activities. Thus, the teacher's speech not only shows pragmatic politeness, but also builds positive interpersonal relationships and encourages the creation of mutually respectful learning interactions.

6. Maxim of Sympathy
Principle: maximize sympathy and concern for others and minimize antipathy.
Date: 1
Teacher: "I heard you weren't feeling well. Take a break first, don't be forced to study."
English:
"I heard you were not well. Take a break first, don't be forced to study."
Analysis:
The speech shows the teacher's concern for the condition of students in the learning process. Teachers not only focus on achieving academic goals, but also pay attention to the physical and emotional state of students. This attention can be seen from the attitude of teachers who provide opportunities for students to rest and not force themselves to participate in learning when their body condition is not healthy. The teacher's speech also shows empathy and attention to the needs of students as speech partners. In the perspective of Leech's principle of politeness, the speech can be categorized as the maxim of sympathy, because the teacher maximizes sympathy and concern for students and minimizes apathy. This attitude can create a comfortable, safe, and humane learning atmosphere.

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Dates 2
Student: "Hope you get well soon, Din. Tomorrow I will go back to school."
English:
"Hope you get well soon, Din. I can go back to school tomorrow."
Analysis:
Students' speech shows the application of the maxim of sympathy because students show concern for the condition of their friends who are sick. The phrase "good luck quickly" not only serves as a common greeting, but also contains attention, empathy, and positive hope for his friend to recover soon. The speech shows that students are able to understand the emotional and physical state of their speech partners. In the context of learning, the use of expressions of sympathy can create more harmonious social relationships between students. Students who receive sympathy may also feel cared for and appreciated by their peers. Thus, the speech reflects politeness because the speaker maximizes sympathy and minimizes indifference to the condition of the speaking partner.

Based on these six maxims, language politeness in the teaching and learning process is not only manifested through the choice of words that are considered subtle, but also through communication strategies that consider the conditions and feelings of the speaking partner. Teachers can show politeness by giving students opportunities, help, appreciation, approval, and attention. On the student side, politeness can be seen through asking for permission, offering help, giving compliments, accepting the opinions of friends, showing humility, and giving sympathy. Thus, language politeness takes place in two directions between teachers and students. The use of the Bengkulu regional language in several speeches also shows the social and cultural dimension in learning communication. Expressions such as *ambo*, *iyo*, *bae*, *samo-samo*, and *ado* are not only linguistic forms, but can also serve as markers of closeness between the speaker and the speaking partner. The use of the regional language needs to be understood contextually because politeness is not only determined by the form of the language, but also by social relations and the situation of its use.

In the context of basic education, linguistic politeness has a broader function than just adherence to linguistic norms. Politeness can be part of character education. When teachers get used to the use of phrases such as *please*, *please*, *thank you*, and *sorry*, students gain concrete examples of how to respect others. Similarly, when teachers give praise to students' answers, students learn that the success of others needs to be appreciated. Findings from previous research listed in the proposal also suggest that the Leech principle of politeness can be used to identify

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teacher and student speech in the context of learning. Previous research found a form of adherence to the maxims of wisdom, simplicity, consensus, appreciation, and sympathy. Thus, research on language politeness in the context of elementary school has relevance to the development of learning communication and the formation of students' character. Polite language can help create a more positive, open, and respectful teacher-student relationship.

CONCLUSION

The politeness of teachers and students in the teaching and learning process in grade 3 of SD Negeri 133 North Bengkulu can be analyzed through Leech's six maxims of politeness, namely the maxims of wisdom, generosity, appreciation, simplicity, consensus, and sympathy. The maxim of wisdom is seen in the use of speech that provides opportunities and comfort to students. The maxim of generosity is seen through the willingness of teachers and students to provide assistance to others. The maximum award is realized through praise and appreciation for student success. The maxim of simplicity is seen through a humble attitude and not boasting of ability. The maxim of consensus is seen through efforts to reach agreement and respect opinions. Meanwhile, the maxim of sympathy is seen through attention, empathy, and support for the condition of others. The use of the Bengkulu regional language in learning interactions can be part of the socio-cultural context that strengthens the closeness between teachers and students. However, politeness still needs to be analyzed based on the context of speech, the relationship between the speaker and the speech partner, the purpose of communication, and the learning situation. Politeness in the language of teachers and students is ultimately not only related to the use of polite words, but also reflects the attitude of mutual respect, caring, humility, and being able to build agreement. Therefore, the habituation of language politeness in elementary schools can support the creation of a communicative learning process while strengthening students' character education.

FUTURE DIRECTIONS

Research on the language politeness of teachers and students in the teaching and learning process still has a wide space to develop. Further research needs to expand the object and context of the research by involving several elementary schools that have different social, cultural, and linguistic backgrounds. The expansion of the research location can provide a more comprehensive picture of the variation in language politeness in the basic education environment. The next research can also develop a study by comparing the use of Indonesian and Bengkulu regional languages in learning interactions. The comparison is important to know how language choice,

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form of greeting, level of familiarity, and cultural context affect the politeness strategies used by teachers and students. The study can also contribute to the preservation of regional languages through the context of education. In addition, further research can use a more in-depth sociopragmatic approach by considering age factors, social status, teacher-student relationships, formal and informal situations, and cultural backgrounds of speech participants. This approach can show that politeness is not only determined by the form of speech, but also by the social context behind the appearance of the speech.

Future research is also recommended to combine qualitative analysis with quantitative data. Quantitative data can be used to determine the frequency of occurrence of each maxim, the tendency of compliance and violation of politeness, as well as a comparison of the use of politeness between teachers and students. Meanwhile, qualitative analysis is still needed to explain the context and meaning of each speech in depth. Furthermore, the study of language politeness can be directed to the development of a learning model based on linguistic politeness. The results of the research can be used to compile teaching materials, learning activities, student worksheets, and teacher communication strategies that specifically integrate language politeness with character education. Thus, politeness is not only an object of pragmatic research, but can also be applied as part of learning practices in elementary schools. Ultimately, future research is expected not only to identify forms of politeness and violations of the principle of politeness, but also to examine the impact of language politeness on the quality of learning interactions, students' courage to communicate, social relationships between students, and character formation. The direction of the research can expand the pragmatic study of education while providing practical benefits for teachers and schools in creating a communicative, inclusive, and cultured learning environment.

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