HOW TO CREATE SPEAKING POLITENESS IN ELEMENTARY SCHOOL?

Winda Sari[1], **Armanila**[2], **Hasnah Siaahan**[3], **Isma Yunita**[4], **Syariah Hafizhoh**[5]

[1]Universitas Islam Negeri Sumatera Utara, Indonesia
[2,3,4] Universitas Al-Washliyah Medan, [5]SD Negeri 054922 Bukit Selamat, Indonesia
windasari241998@gmail.com, armanila88@gmail.com, hasnahsiahaan19@gmail.com,
isma.yunita01@gmail.com, Sarihafizhoh@gmail.com

ABSTRACT

This research aims to describe and analyze the form of politeness language in conversation at classroom. Interaction between the students and teachers. The approach which is used qualitative descriptive. This research activity uses data collection methods, namely competent free involvement methods, and notes. Data of this research is the language expressions in the form of words and sentences of the speakers. The data source of this research is used oral data source in the form of speech event between the speakers, namely between the students to their teachers. The politeness language for an interaction with the teachers in classroom learning is very dominant in the three modes of speech, they are 1) request; 2) application; and 3) expect. Asking is a directive politeness act that has the goal of expecting the speech partner to be given something as requested by the speaker.

Keywords*: Politeness, Politeness Language. Students.*

INTRODUCTION

Speaking is not always related to textual problems, but often also relates to interpersonal problems. Everything that humans do in speaking will always be influenced by the surrounding situations and conditions. The place of speech and the atmosphere of the conversation is something that really needs to be considered in speech.

Problems regarding the importance of polite language in conversation in the school environment, in teaching and learning interactions between students and teachers in the school environment. Nowadays, it is often heard that the use of language is not appropriate, or it can be said to be less polite in social interactions. This happens not only in public places but also often in formal places such as offices, schools. The language used even often provokes someone's emotions, causing disputes or commotion. This is a language phenomenon among students.

This occurs as a result of a shift in politeness values in language as a result of a shift in cultural values in an increasingly globalized society.

According to Yule (*Yule.Pdf*, n.d., p. 106) politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing potential conflict and confrontation inherent in all human interchange. Furthermore, she also states that politeness is interpreted as a strategies (or series of strategies) employed by the speaker to achieve a variety of goals, such as promoting or maintaining harmonious relations. Meanwhile, according to Weydt (Trosborg, 1994, p. 24) Politeness is a pragmatics mechanism in which a variety of structures (including nonverbal and prosodic elements) work together to achieve seamless communication. The linguistic form utilized, the context of the statement, and the relationship between speaker and hearer can all be used to determine politeness.. (*Yule.Pdf*, n.d.)

Factors that determine language politeness include two main things, namely linguistic and non-linguistic factors (Herujiyanto, 2015, p. 169). The linguistic factors include (1) the use of appropriate diction; (2) the use of polite language style; (3) the use of correct and good sentence structures; (4) intonation aspect; (5) aspects of the tone of speech. Meanwhile, non-linguistic factors include; (1) topic of conversation; (2) the context of the communication situation; (3) society's socio-cultural institutions.

According to Geoffrey Leech, politeness is not only revealed in the content of the conversation, but also in the way the conversation is controlled and patterned by the actors involved. In conversation, certain behaviors have implication of impoliteness, such as speaking at the wrong time (interrupting) or being silent at the wrong time. Therefore, when we say something, we sometimes feel the need to mention the speech act that is being done or being done by the actor and others, so that we can ask for an answer, ask permission to speak, apologize for words, and so on.

Variations in language differences are determined by the opinion of the speaker or speaker of the interlocutor or speech partner. The statement has indicated two factors, namely lingual factors in the form of language variations and nonlingual factors in the form of speakers' responses to their interlocutors. The existence of this assumption statement involves social factors in speech events

which can be in the form of the speaker's social status, speech objectives, age differences, gender, the closeness of the speaker's relationship with the speech partner and so on. These social factors can affect the form of speech in speech events.

Bambang Maryadi in his research on the case of the use of the language of teachers and students identified as the use of Javanese speech level and its effect on Indonesian communicative in teaching and learning activities. The results of the study concluded that the characteristics of the use of Javanese speech level and its influence on Indonesian communicativeness were characterized by the presence of affiliative coverage because the status of the teacher's role and the role of students were mutually communicative. The characteristics of the discourse are characterized by the presence of contexts outside of the teacher's and students' utterances which are quite influential on the meaning of the utterances, such as: place, time, atmosphere, subject, topic, purpose, and tone.

MATERIALS AND METHOD

The type of research used is descriptive qualitative. This type of research is able to capture the nuances of rich meaning based on linguistic and social contexts. This type of research is also able to capture the factual and empirical truths contained in the object of research.

The research targets are teachers and students at SDS. Islam AL-Maksum, Hamparan Perak District. Determination of the subject to be used in this study is purpose sampling because it is closely related to contextual factors. Namely the selection of oral data in the form of communication events, either in the form of words, phrases, or sentences that form oral discourse in accordance with the object of study based on the background of the situation in the school environment.

The research data is in the form of language expressions in the form of words and sentences of speakers. The source of data used in this study is the source of oral data in the form of speech act events between speakers, namely teachers and students at SDS. Islam AL-Maksum, Hamparan Perak District. The source of the oral data is natural. Natural is the use or event of language that occurs or takes place naturally and naturally, without being made up by speakers in their communication.

Data acquisition technique is by way of researchers conducting direct

observations by going directly to the school that will be used as a place to conduct research. Observations are carried out in the school environment, by observing directly the speech act events between students and teachers, both in the classroom and in the environment around the school by recording the data to be researched and analyzed. These speech events will produce data in the form of utterances that are appropriate to the situation and context that can be used as research data.

Data analysis was carried out from the beginning. Obtaining data. This is in accordance with the type of qualitative research. Thus, since the observations were made, data analysis can be carried out in the form of reflection notes and temporary findings. In essence, the analysis in this study was carried out in cycles. The analysis was carried out in the field along with the data collection process until the formulation of the final conclusion. As suggested by Sutopo (Sutopo, 2006, p. 109), the cycle process is carried out since the beginning of the implementation of data collection. Every important data is always reflected with other data and verified to test its stability. The process of cyclical data analysis can be visualized as follows.(Sutopo, 2006, p. 108)

DISCUSSION AND RESULTS

According to Yule (Yule, 1996, p. 106) Politeness is a set of interpersonal relations that is intended to make human interaction easier by reducing the risk of conflict and confrontation that is present in all human interactions. She goes on to say that politeness is regarded as a set of methods (or a set of strategies) used by the speaker to achieve a number of objectives, such as fostering or maintaining happy relationships. Meanwhile, according to Weydt (1983 in Trosborg 1995: 24), politeness is a pragmatics mechanism in which a range of structures (including nonverbal and prosodic elements) work together to achieve seamless communication. The linguistic form utilized, the context of the statement, and the relationship between speaker and hearer can all be used to determine politeness. (Yule, 1996)

In light of this idea, civility in an interaction might be characterized as the means by which another person's face is recognized. The relative power relationship between the speaker and the hearer, the social distance between the speaker and the hearer, and the individual ranking of the particular imposition in the social context

in which it is utilized are all part of the consciousness. This language politeness research shows the realization of students' language politeness in the form of language acts (speech acts). The realization of the realization of this politeness can be seen during learning in the classroom. Students' language politeness is realized through language acts in the form of requests, acts of hope, and acts of pleading. The realization of politeness in students' language acts is due to students having a lower social position than their teachers.

The forms of language politeness in this study found positive and negative politeness forms which are indicated by various forms of greeting. This form of greeting implies distance. The form of greeting is usually used as a form of positive politeness as well as a form of negative politeness.

The declarative mode in classroom learning includes (1) pleading before stating information, (2) stating an order, (3) stating a request, and (4) stating a prohibition. Imperative utterances in classroom learning include (1) forms of solicitation, (2) forms of requests, (3) forms of orders, (4) forms of prohibition, and (5) forms of permission. The interrogative form expressed by the speaker to the speech partner in classroom learning is used if he intends to know the answer to something or a situation.

Based on the description of research findings about the polite form of students' language when interacting with teachers in classroom learning, it is very dominantly manifested through three speech modes, namely: 1) request; 2) application; and 3) hope. Asking is an act of directive politeness which has the aim of expecting the speech partner to be given something as requested by the speaker. Or in other words that the speaker is given something by the speech partner. So that something desired by the speaker can be fulfilled by the speech partner (illocutionary intent).

The act of begging is an act of politeness in language with the aim of respectfully asking the speech partner to do something as desired by the speaker. The purpose of this utterance is as if the speaker really needs to do an action by the speech partner. Thus the speaker gets something he wants. The language act of expecting, this speech act is also dominantly used by students during learning.

The act of wishing has a purpose, namely the speaker's desire for the speech partner to do something so that it becomes a reality. The three forms of speech are formulated into various acts by adjusting the function of the illocutionary acts of

the speech.

The polite act of asking is the realization of the speaker's desire so that the speech partner does something. The meaning of the appropriate perlocutionary is that the speech partner responds to the speaker that he really has the expressed desires and intentions and the speech partner takes the action requested by the speaker. **(1) "Ma'am, number 1 is not clear yet." (2) "Ma'am, the math textbook is lacking"**

The language act (1) is the realization of the form of asking when in class learning. As a nonlingual marker, it occurs when the students are working on the questions given by the teacher. The speaker asks for an explanation regarding questions that he has not understood in the questions that have been given by the speech partner. Speakers do not understand the meaning of number one. The purpose of the speaker is to ask the speech partner to explain again about the number.

Language act (2) is also a form of asking. When the teacher distributes math textbooks, there are speakers who have not received them. So the speaker asked for the math textbook. Because the speakers have not received the math textbook, it means that there are still less or there are students who have not received the math textbook.

Learning in the class of speakers (teachers) as participants who proactively express themselves through the use of polite forms when interacting with speech partners by using declarative speech in various descriptions of actions (1) pleading before stating information, (2) stating orders, (3) stating request, and (4) states the prohibition. Through the use of imperative mode of speech based on research findings, it shows that expressing oneself in that mode with various acts include (1) the form of an act of solicitation, (2) the form of an act of request, (3) the form of an errand act, (4) the form of an act of prohibition, and (5) form of permit act. Through interrogative mode speech, the speaker realizes the form of politeness in language through the description of actions including (1) the form of a question stating an order, (2) the form of a question stating an invitation, (3) a form of question stating a request, (4) a form of question stating a prohibition, and (5) the existence of a permit.

Based on the research findings mentioned above, each mode used by speakers

indicates that in classroom learning, polite speech forms tend to be conveyed using indirect speech. That is, the fact shows that the speech mode used by students does not always comply with the conventional results that declarative means a proposition, imperative means an order or an order, and interrogative means a question. This is in line with what has been stated by Yule (Yule, 1996, p. 95) that declarative utterances which are intended to preach, imperative utterances which are meant to command, and interrogative utterances which are meant to ask are called direct speech acts. On the other hand, declarative speech which is intended to ask or order the hearer to do something is called indirect speech act. So when it is associated with directive politeness, the more direct the 'intent' of an utterance conveyed by the speaker when he wants the interlocutor to do something, the more impolite the utterance is, the more indirect the 'meaning' of an utterance conveyed by the speaker when he wants the speech partner to do something is getting worse. polite speech. (Leech, 2014)

CONCLUSION

When interacting with teachers in classroom learning, it is very dominantly manifested through three modes of speech, namely: 1) request; (2) application; and 3) hope. Asking is an act of directive politeness which has the aim of expecting the speech partner to be given something as requested by the speaker. Language courtesy is a language procedure or behavior that is determined and mutually agreed upon by a particular speech community by taking into account the rules so that communication runs smoothly. The use of language in speech events as an action with the personal goals of the speech actor. The purpose is in the form of the personal intention of the speech actor. The implementation of this research is known to form students' language politeness, so that it can be used as teaching material in internalizing the values of politeness to students. Thus students will better understand in speaking according to the context correctly.

REFERENCES

Herujiyanto, A. (2015). *Faktor Dan Strategi Pengembangan Budaya Baca Melalui Membaca Pemahaman Mahasiswa*. *33*(2), 215–4846. http://en.unesco.org/

Leech, G. N. (2014). The pragmatics of politeness. *Oxford University Press, USA*.

Sutopo. (2006). *Metodologi Penelitian Kualitatif*. UNS.

Trosborg, A. (1994). *Interlangguage Prgmatics: Requests, Complaints And Apologies*. Walter De Gruyter.

Yule, G. (1996). *The Study of Language*. University Press.