

AN ANALYSIS OF TEACHERS' LANGUAGE POLITENESS DURING TEACHING ENGLISH

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Abstrak-Tujuan penelitian ini adalah untuk mengungkapkan kesantunan berbahasa dalam percakapan guru-siswa dalam pembelajaran di SMP Negeri 21 Medan. Penelitian ini menggunakan metode kualitatif. Teknik yang digunakan dalam pengumpulan data adalah teknik observasi, teknik transkripsi, dan teknik mencatat. Tujuannya untuk mengetahui penggunaan prinsip kesantunan berbahasa dalam kegiatan pembelajaran pemilihan kata dan cara bertutur yang santun antara guru dan siswa. Hasil penelitian ini menunjukkan bahwa penggunaan kesantunan berbahasa dipengaruhi oleh emosi guru dan terdapat tujuh maksim dari sepuluh maksim yang digunakan oleh guru dalam kesantunan berbahasa yaitu 1) opinion reticente maxim, 2) agreement maxim, 3) sympathy maxim, 4) generosity maxim, 5) approbation maxim, 6) obligation of S to O Maxim, 7) Tact maxim. Kesimpulannya, kesantunan komunikasi antara guru dan siswa cenderung menggunakan bahasa Indonesia daripada bahasa Inggris. Hal ini menjadi perhatian guru dalam mengajar di kelas dengan berbahasa yang santun. Kata Kunci: kesantunan berbahasa, guru, pengajaran bahasa inggris

Abstract-The objective of the study was to express language politeness in teacher-student conversations to the way educating and learning at SMP NEGERI 21 MEDAN. This study makes use of qualitative method. The techniques used in data collection are observation, transcription techniques, and take notes techniques. The target is to find out the use of language politeness principles in learning activities on the choice of words and polite ways of speaking between teachers and students. The outcomes of this study show that use of politeness in language is influenced by teacher's emotions and there are seven maxims out of ten maxims use used by teacher's in language politeness namely 1) opinion reticente maxim, 2) agreement maxim, 3) sympathy maxim, 4) generosity maxim, 5) approbation maxim, 6) obligation of s to o maxim, 7) tact maxim. In conclusion, the politeness of communication between teacher's and

students tends to use Indonesian rather than English. This is a concern for teachers in teaching in class by speaking polite language.

Keywords: *Language Politeness, Teacher, Teaching English*

A. INTRODUCTION

Social creatures who always need connection and communication one another by language called Humans. It can also be said that language is a symbol that represents situations or events in everyday life. The definition of language is essentially the speech of human thoughts and feelings regularly (Depdiknas, 2005: 3), which determines sound as a tool. Also supported is the understanding of language according to Suratno and Rasyid (2009: 126) language is a structure and significance that is free from the user as a sign that deduces a score. Where is the language related with pragmatics that is, the ability to speak the native language to express more than one language compared to expressly specified. Ordinary language or sometimes called Native language is a language that is written and spoken by humans for public communication that's widely used.

Teachers' skills in verbal and instructional communication will determine student success (Suparno, 1999). Communication-related to pragmatism. Yule (1996) describes pragmatics as the study of the speaker's meaning. This type and what is the context affect what is said. Glaser (2009) also states that pragmatics is the learning of contextual. The type of this learn certainly covers interpretation of what people aim in a given context and how context affects what is said. That's why this needs concern of how to set what they want to mention and listeners understand what they correspond to who they speak and

listen to, where, when, and under what circumstances.

Pragmatics is referred to as the study of contextual/situations or circumstances. And we can say that pragmatics is the science of language, meaning, and the context in communication. Communication is the means used to interact with each other. In communicating, humans can express their intentions, goals, and opinions. By learning a language by linking pragmatics, we can get great benefits. We can understand humans, meanings, their opinions, their desires, and types of actions such as requests, refusals, approvals, disapproval, thanking, apologizing, and so on when they talk. Communication can be said to be successful if the speaker understands the meaning of the words conveyed and the effect of what is said.

There are several aspects in pragmatics, including politeness. This politeness is interesting to investigate because it is related to language patterns. This means language patterns include word choice in communication. Politeness is needed especially in education, namely the learning and teaching process.

The teacher's language is very important, for the approach process, why is it said that? Because as we know, a positive learning atmosphere can encourage interest in learning for students. Therefore, teachers need to know how far to adjust politeness patterns in the way of learning. And this lesson focuses on politeness patterns that are in the learning process, which is often used by teachers for students. Politeness patterns also need to be involved in how to

learn a foreign language, not only speaking but also writing but also how to behave.

The pragmatic knowledge of students and teachers will influence the interactions between teachers and students, what their behavior and responses are like in different situations and contexts.

Pragmatic skill is defined as the speaker's capability to get the context of conversation. The pragmatic aspect of social interaction in students' awareness in the classroom. The challenge in integrating pragmatics into the syllabus is finding useful teaching materials.

The researcher took the title of the research based on the description above, entitled: "An Analysis of Teachers' Language Politeness during Teaching English", using qualitative descriptive research. Whereas we know descriptive qualitative is analyzing. Qualitative Method (Sugiyono, (2013:15) is a research method posit on the philosophy of postpositivism, apply to take up the situation of natural things, where the researcher is the key instrument. Qualitative research methods are often called natural research because the research is carried out in natural conditions. Qualitative methods are used to obtain detailed conclusions, data that contain the true meaning.

Here is the researcher using the Politeness Principle Theory of Leech (2014). Leech (2014) groups the principle of politeness into ten maxims, namely: 1) Opinion-Reticence Maxim; 2) Tact Maxim; 3) Modesty Maxim; 4) Approbation Maxim; 5) Obligation Of O To S Maxim; 6) Obligation of S to O Maxim; 7) Agreement Maxim; 8) Generosity Maxim; 9) Feeling Reticence Maxim; and 10) Sympathy Maxim.

This study describes a literature review which is the basis for the theory that is used as a reference to support and clarify research. From the problem to be studied, a literature review described from the title of the research is analysis of teacher politeness in speaking while teaching English is: the section of linguistics that discusses the relationship between the relations outside the language and speech through the use of the situation in which it is spoken is called pragmatics. In linguistics, pragmatics is a part of semiotics. the science (theory) of symbols and signs.

Leech (1993:8) asserts that pragmatics is the study of meaning in speech situations. the meaning as a relationship involving three sides (triadic), that is, narratives, speakers, and situations that background of speech events. From the opinion of the experts above regarding pragmatics, generally that pragmatics is the lesson about language between speech and speech partners which involves speech event. So, meaning in pragmatics is more than what is told by a speaker but looked at the meaning beyond the context of the language until speaking speakers and partners about the incidents of speech are not inseparable.

One aspect that is very concerned about speech and speech when communicating is language politeness. The politeness in question is an attempt to choose the utterances made by the narrator which aims to facilitate communication as expected.

Lee (2016) states that politeness is formed to improve, defend, or protect the face/self-image of the speech partner. Pramujiono & Nurjati (2017); Rizal (2017) states that the use of polite language is realized through verbal speech acts that make students feel comfortable in the learning process and this is also expected to

be implied to students so that students can speak politely. It will be seen the politeness of the teacher in speaking during the learning and teaching process in classroom. Two-way communication between teachers and students is communication that takes place for the learning and teaching process. Indirectly, the instructor communication process in interacting in class will demand politeness values in language. This happens because students think that the teacher is a good example for students, including language politeness.

In this study, the author refers to Leech's theory of politeness, because it focuses on ten thimbles, namely: Maxim of Generosity, Maxim of Wisdom, Maxim of Approval, Maxim of Humility, Maxim of Obligation S to O, Maxim of Obligation of O to S, Maxim of Agreement, Maxim of Opinion-Reticence, Maxim of Sympathy and Maxim of Feeling-Reticence.

Pragmatic politeness is spoken politeness indirectly. That is, what is expected to happen does not match what is expressed? There are two types of pragmatic politeness, namely: interrogative speech and declarative speech. Expression of politeness in commanding speech can be done with declarative politeness as teacher politeness English when interacting with students in class in the form of requests, invitations, requests, orders, and prohibitions. While interrogative speech is spoken as an expression of pragmatic politeness in the form of invitations, orders, requests, and prohibitions.

Speakers are expected to use language politeness to facilitate communication with the interlocutor. It is the same with the interactions between teachers and students that happen when the learning and teaching takes place as mentioned earlier.

From this explanation, teacher politeness in spoken language is a means to form the personality of students in building the foundation of a nation's civilization with noble and prosperous character. This is the reason that the importance of doing this research for the author. The implementation of the concept of politeness in language which can be used as a practical reference in schools is the result of this research.

To improve knowledge and skills, teachers need to examine their teaching practices. Compared to teacher competence, the teacher's role in teaching is more focused. Reform in the field of education is connected with teacher competence, scientific results of educational science, development of teacher education, and other fields.

The demands of the times change very quickly so it requires more abilities, which is the purpose of education. Influence the education system demands directly. Operating the education system requires efficient, strong, and professional competence that is the responsibility of a teacher. The development of all human life and education depends on the competence of instructors. Ability is defined as "a collection of skills, experience and knowledge needed for the future, which is manifested in activities" (Katane et. Al. 44). This research focuses on the teacher language politeness during learning and educating process for students in SMP NEGERI 21 MEDAN grade VIII⁵.

In light of the background above, the researcher concludes a formulation of the problem as follows: What are the sorts of politeness rules that teachers use to students in the learning and educating process?; 2) Why is politeness needed in the learning

and educating process?; 3) How do teachers apply the principle of politeness in the learning and educating process?

B. RESEARCH METHOD

The research method used in this research is qualitative research by Sugiyono. The qualitative method is a research method posit on the philosophy of postpositivism, apply to take up the situation of natural things, where the researcher is the key instrument (Sugiyono 2013:15). That is, qualitative researchers, relate to nature. Next, the researcher collects the data and reports it to the findings descriptively.

Several teachers who teach English using polite language to students are the population of this study. Data collection techniques in this research are to use recording techniques and note-taking techniques. The recording technique is done by recording the teacher's activities while teaching. The notetaking technique is done by noting the politeness of the teacher's language when teaching.

Therefore, the purpose of this study is to find out the politeness language used by teachers when teaching in class, whether the language politeness methods and techniques are appropriate or not based on good language politeness theory, which has been explained in Chapter II. So, to find out the results of the study, the researcher concluded that the qualitative research design was appropriate to be used to examine a study, especially "AN ANALYSIS OF TEACHERS' LANGUAGE POLITENESS DURING TEACHING ENGLISH".

This research is aimed at English teachers who teach at SMP NEGERI 21 MEDAN. This school is located on Jl.

Maxim of language politeness Leech (2014)

Bunga Rampai Raya, Simalingkar B, Kec. Medan Tuntungan, Medan City, North Sumatra, 20353. A research instrument is a tool used to collect data. Here the researcher uses an observation instrument. The stages in this research data collection technique are as follows: a) Asking permission from the English subject teacher, so that researchers are allowed to observeteaching and learning activities in class. b) Setting up tools to collect data. c) Record all speech that occurs in learning activities. d) Analyze the findings with observation techniques. Observation is the step in of watching somebody/something accurately for a period of time, specifically to learn something

After collecting the data, the researcher will analyze the data by: a. Researchers will use Leech's (2014) theory, namely in his theory he has 10 Bilal to analyze the data. b. Then the researcher will use Bilal one by one in Leech's theory. To analyze the problems that exist in the data.

C. RESULT AND DISCUSSION

Considering of the consequences of the review, there are seven maxims of politeness in languagethat are often used by teachers at SMP Negeri 21 Medan. The maxims are 1) Opinion reticente maxim, 2) Agreement maxim, 3) Sympathy maxim, 4) Generosity maxim, 5) Approbation maxim, 6) Obligation ofS to O Maxim, 7) Tact maxim.

In the following, the researcher explain the findings and data that have been obtained after conducting research at SMP Negeri 21 Medan. After the information Was gathered, the researcher groups each data into each maxim. The following is a calssification table.

NO	Maxim	Sentence	%
1.	<u>Kebijaksanaan</u> / kearifan (Tact maxim)	1. Si Andre dan Ariel ini sudah termasuk <u>gemuk</u> 2. Nah, <u>contoh</u> lain <u>kalau</u> cewek	6,25%
2.	<u>Kedermawanan</u> (generosity maxim)	1. <u>Iya</u> , selamat pagi. Silahkan duduk 2. Ok. Sit down please.	6,25%
3.	<u>Penghargaan</u> (approbation maxim)	1. <u>Bagus ya</u> . Kata sifat itu bahasa inggrisnya adjective 2. <u>Ini</u> <u>cantik-cantik</u> perempuannya 3. Si Cindy cantik 4. Debora cantik, Ines juga cantik 5. <u>Lebih besar</u> menjadi "bigger" 6. <u>Ya, bagus</u> .	18,75%
4.	<u>Kesederhanaan</u> (modesty maxim)	-	0%
5.	<u>Kemufakatan</u> (agreement maxim)	1. Berarti boleh 3, boleh 4 iyakan? 2. Are you ready? 3. <u>Apa</u> bahasa inggris dari "Kata sifat", Nak? 4. <u>Siapa</u> yang lebih <u>gemuk</u> si Ariel atau Gabriel? 5. <u>Siapa</u> tadi yang <u>kita</u> bandingkan. Nak? 6. <u>Fat ya, kan?</u>	18,75%
6.	<u>Kesimpatian</u> (symphaty maxim)	1. <u>Jangan</u> lupa mengerjakan tugasnya. tetap semangat.	3,12%
7.	<u>Permintaan maaf</u> (obligation of S to O maxim)	1. <u>Ini</u> hanya sebagai contoh, ya.	3,12%
8.	<u>Pemberian maaf</u> (obligation of O to S maxim)	-	0%
9.	<u>Perasaan</u> (feeling <u>reticente</u> maxim)	-	0%
10.	<u>Berpendapat</u> (opinion <u>reticente</u> maxim)	1. Gabriel iyakan? 2. Si Ariel itu <u>gemuk kan?</u> 3. <u>Dia</u> yang paling <u>gemuk</u> 4. <u>Debora</u> <u>lebih</u> <u>cantik</u> daripada Cindy 5. <u>Karena</u> <u>dia</u> <u>membandingkan</u> 3 atau lebih 6. <u>Febrian</u> <u>lebih</u> <u>gemuk</u> daripada Ariel 7. Andre paling <u>gemuk</u> 8. Andre yang paling <u>gemuk</u> dari ketiganya 9. <u>Ayah</u> <u>kita</u> paling <u>ganteng</u> . <u>Bukan</u> ayah orang, <u>kan?</u> 10. Andre is than fatter of all 11. Febrian is fatter than April 12. <u>Jadi</u> , Andre is the fatter, Ok? 13. <u>Ini</u> sudah termasuk <u>gemuk</u> 14. <u>Membuat</u> <u>perbandingan</u> <u>kan?</u>	43,75%

Based on the findings of the principle of politeness maxim used by English teachers, the researcher found several maxims that were often used and maxims that were rarely used, the maxim that was often used, namely the maxim of opinion, with 14 utterances. The explanation of the Maxim of Opinion is that this Maxim is the Maxim of Leech's (2014:93) politeness principle, which has the principle that it reduces opinions and judgments on oneself with

others through agreement. The use of Maxim is more because during the learning process the teacher expresses his opinion more in the form of some information and solutions. By using this maxim, the dominant English teacher gives a lot of opinions when teaching, which is to add insight to the students he teaches. Likewise with the consensus maxim, which is the maxim of Leech's politeness principle (2014:93) which aims to get an agreement between students and the English teacher. And the award maxim, which is the maxim of Leech's politeness principle (2014:93) aims to give an appreciation to students who have a role during educating and learning process and several other maxims that are often used.

Regarding teacher politeness research on students of SMP Negeri 21 Medan, there are seven maxims discussed and described by researchers. The outcomes from the study shows that the maxim of opinion is the maxim that is most widely used by teachers or speakers of SMP Negeri 21 Medan, namely: tact Maxim 6.25% which consists of 2 utterances that are in accordance with principled politeness. The teacher uses this maxim to reduce students' awkwardness when interacting with the teacher in class.

The Generosity Maxim, the proportion used is 6.25% which consists of 2 utterances. The teacher uses this maxim to make students also feel appreciated by the teacher with orders but with polite language.

The Approbation Maxim, the percentage of Maxim's award proportion reaches 18.75% which consists of 6 words. It is used by English teachers because when students give ideas or opinions, we must give appreciation or appreciation to be more enthusiastic in giving their answers or

opinions and be more active in participating in the learning process.

The Modesty Maxim, the percentage in this Maxim is only 0% because there were not too many interactions that made students talk a lot, and students listened more to what the teacher explained.

The Agreement Maxim, the proportion of Maxim use reaches a percentage of 18.75% which is the same as the percentage of Maxim use of gifts, as many as 6 words. By using this Maxim, teachers learn more with their students, accept each other's opinions between teachers and students and reduce communication.

The Sympathy Maxim, the percentage of Maxim use reaches 3.12% with 1 speech. Here the teacher uses a sentence of sympathy to his students with the excuse of encouraging them to do the given task.

The Obligation of S to O Maxim, the percentage of its use is 3.12% and the number of utterances is 1 utterance. The teacher uses an apology for using two students as an example when carrying out the learning process.

The Obligation of O to S Maxim, in this Maxim no speech is used, or the percentage is 0% because during the teaching and learning process carried out by students and the teacher didn't find the right context to use it, it was impossible for a teacher to apologize to students who gave an opinion.

The Feeling Reticent Maxim, in this maxim there is also no use of speech and the percentage is 0% because its use in teaching and learning contexts wasn't appropriate, not because the maxim was negative but there was no proper context to use it.

The Opinion Reticent Maxim, that in it there are 14 utterances, namely the percentage reaches 43.75%, which is the highest proportion of usage among other

Maxims. Teachers use this maxim in the learning process because they express their opinions more in the form of some information and solutions.

The maxim of appreciation and the maxim of agreement with each other. Each percentage 18.75%. In the third position, there are 2 maxims, namely the maxim of wisdom and the maxim of generosity with a percentage of 6.25% each. Fourth, there are 2 maxims, namely the maxim of sympathy and the maxim of apology with a percentage of 3.12% each. From the results of the study using the 7 maxims above, the researcher can see that some maxims have not been used by teachers or speakers at all. Teachers who have apply seven maxims with a points of 100% are more raised than other maxims, this could be visible from the consequences of our research.

Conclusion And Suggetions

The use of politeness in language is used to obtain the outcomes of the description by English teachers at UPT SMPN 21 MEDAN in class VIII.5 during the English teaching and learning process, data obtained as many as 32 utterances using 7 (seven) Maxims including: 1) Opinion reticence maxim, 2) Agreement maxim, 3) Sympathy maxim, 4) Generosity maxim, 5) Approbation maxim, 6) Obligation of S to O Maxim, 7) Tact maxim 8) Modesty Maxim 9) Obligation Of O To S Maxim 10) Feeling Reticence Maxim. After it was explained that the Maxim that was dominantly used by the English teacher was Maxim of opinion, namely as many as 14 (fourteen) utterances with a percentage of 43.75%. This maxim is the Maxim of Leech's politeness principle (2014: 93), which has the principle that it reduces opinions and self-assessment themselves with others by agreement. Meanwhile, the least used Maxim is the

Maxim of sympathy and the Maxim of apology with 1 utterance each with a percentage of 13.12% each.

The sympathetic maxim is in suitable with the guidelines of politeness in language (Leech 2014:93). This maxim has the principle that the speaker deserves to express condolences or condolences to the interlocutor who gets a disaster in the form of a sentence of sympathy, this attitude will be considered by the interlocutor as a polite action. While the apology maxim has the principle of increasing apologies to the interlocutor, in the learning process the teacher uses an apology utterance for using two students as examples when carrying out the learning process. Politeness is needed in learning and educating process because one of the causes of misunderstandings in communicating in the classroom starts from the inappropriateness of the politeness of the language used by the teacher in teaching. If the use is appropriate then the results of communication will be obtained between teachers and students.

Considering the discussion of study related to language politeness, the researcher provides the following suggestions: 1) As a formal institution, it is polite and schools should use good and good language, 2) Not only schools but institutions that are formal and non-formal must apply good language politeness, 3) Suggestions for other researchers, researchers hope that more researchers will examine the use of politeness in language.

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