

Politeness in the Indonesian Language Learning Process of Fourth-Grade Teacher

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Abstract:- The present study aimed to examine the way teachers communicated during the learning process in school, in particular, in class. Further, the teacher as a facilitator has the challenge to provide learning is not only the instructional material but also communication procedures.

The study employed a qualitative approach where the data were gathered from the research in the field with video as a medium for taking pictures. The videos and explanatory sentences spoken by the teacher constituted the object of research. The supporting arguments were utilized to reinforce the data that had been taken and arranged.

The data of this study focused on the utterances of the teachers that were classified into a number of thimbles starting from the maxims (1) *kurmat* (respect), (2) *andhap-asor* (humble), (3) *empan-papan* (aware of places and situations), (4) *tepa sliro* (tolerance). This was conducted in order that the students could know how to communicate politely and in accordance with the correct and good communication procedures.

Keywords:- Politeness, Elementary School Teacher, Asim Gunarwan, Pragmatics.

I. INTRODUCTION

Education since the globalization era has been rapidly developing. It is undeniable that formal education plays a central role in delivering knowledge and information to learners. Education functions to develop the national character and civilization. Education at the elementary school level occupies the top ranks in the mental growth and development of its students, because since the elementary school level the students have known reading and writing, and basic lessons that will later become guidelines at the secondary school level. At this level the students will get to know the moral values in their lives, and know and understand language and how people communicate with each other in an acceptable way. From the lens of the Indonesian culture, speaking using polite

language will show true nature as an ethical, educated, and cultured human being who values as a good human being.

The fourth-grade up to sixth-grade students are at the stages of systematic thinking ability since those students can already think concretely referring to the activities that are being studied and done. The focus of the present research was the fourth-grade ones as well as their teacher as the facilitator. This is because the students have just entered a period of concrete thinking. Speech act is one of the functional activities of humans as creatures of language, including an educator or teacher. Communication is the pillar of all activities carried out, without communication there will be no such thing as language. Teachers in Indonesia have a special position in the society. The special position is because the teacher is considered as someone who is the smart, smart, wise, skilled, full of insight and most experienced in the world of education.

This research employed the theory formulated by Asim Gunarwan. It has completed all the things needed to refer to politeness. Gunarwan (1998: 263) suggests language behavior by departing from the principle of the balance of life of ethnic groups. This principle constitutes the principle of harmony consisting of four maxims). They are (1) *kurmat* or respect, (2) *andhap asor* or humble, (3) *empan papan* or aware of the place and situation, and (4) *tepa slira* or tolerance.

II. RESEARCH METHOD

A qualitative approach is an approach that always relates to and uses theories as its foundation. This research employed a qualitative descriptive approach. The source of the data was in the form of transcripts of learning taken from the dialogs when learning in primary school takes place managed by the teacher. Then from the transcription data the researcher identified words and sentences which were sorted and selected according to the four maxims contained in Asim Gunarwan's theory. It aims to determine the level of use of politeness done by the teacher to the students during the learning process.

III. RESEARCH RESULTS

1. Utterances in line with Politeness Principles

SDN Wonoayu II

Theme: Poster on Living Creatures (Animals) and Their Characteristics

| No | Dialogs | Kurmat | Andhap asor | Empan papan | Tepo Slira | Netral |
|----|--|--------|-------------|-------------|------------|--------|
| 1 | <i>Head of Class and his deputy please condition the class!</i> | √ | | √ | | |
| 2 | <i>Right, mixed fraction.</i> | | | | | √ |
| 3 | <i>Yes, true, it's a decimal fraction</i> | | | | √ | |
| 4 | <i>Ohh .. smart. Applause !</i> | √ | √ | | √ | |

Table 1

2. Utterances not in line with Politeness Principles

SDN Wonoayu II

Theme: Poster on Living Creatures (Animals) and Their Characteristics

| No | Dialogs | Kurmat | Andhap asor | Empan papan | Tepo Slira |
|----|---|--------|-------------|-------------|------------|
| 1 | <i>Who didn't study last night?</i> | √ | | | |
| 2 | <i>Did you really study? Did you do it truly? If you could study, you could, if you give a guess. Did he say "Yes" to study?</i> | √ | √ | | |
| 3 | <i>These animal posters do not match your attitudes all this time.</i> | √ | √ | √ | |

Table 2

1. Utterances in line with Politeness Principles

SDN Becirongengor 1

Theme: Poster on Energy Saving and Tips on How to Use It

| No | Dialogs | Kurmat | Andhap asor | Empan papan | Tepo Slira | Netral |
|----|---|--------|-------------|-------------|------------|--------|
| 1 | <i>Assalamualaikum warohmatullahi wabarrakatuh. Is anyone absent today, kids?</i> | √ | | | | |
| 2 | <i>Why absent? Circumcision huh? Circumcision huh? So did not come because of illness?</i> | | | | | √ |
| 3 | <i>Not finished writing? Then I'll give you 5 minutes to finish the words or sentences in the poster you want to display. Let's do it!</i> | | √ | | √ | |
| 4 | <i>Do not wasteful with paper and stationery, sorry for your parents, yeah!</i> | | | | √ | |

Table 3

2. Utterances not in line with Politeness Principles

SDN Becirongengor 1

Theme: Poster on Energy Saving and Tips on How to Use It

| No | Dialogs | <i>Kurmat</i> | <i>Andhap asor</i> | <i>Empan papan</i> | <i>Tepo Slira</i> |
|----|---|---------------|--------------------|--------------------|-------------------|
| 1 | <i>It's you again</i> (pointing to one of the students). <i>Come on now, you're moving forward!</i> | | √ | | √ |
| 2 | <i>You know you like doing gymnastics wrong. Come on, you want to be punished again? Come on now, have to read again! Don't you concentrate?</i> | | √ | | √ |

Table 4

1. Utterances in line with Politeness Principles

SDN Semambung

Theme: Poster on Types of Energy and Its Uses

| No | Dialogs | <i>Kurmat</i> | <i>Andhap asor</i> | <i>Empan papan</i> | <i>Tepo Slira</i> | Netral |
|----|---|---------------|--------------------|--------------------|-------------------|--------|
| 1 | <i>Is someone absent? Ani? Where is her letter? Is she sick?</i> | | | | | √ |
| 2 | <i>Come on try !!</i> <i>Who knows the meaning of heat energy? Let's not hesitate to answer. If you answer get a stamp point gift from me.</i> | | | | | |
| 3 | <i>Later I will lend limps. You take turns and you make it like this (showing an example) then in the middle you make the line.</i> | | √ | √ | | |
| 4 | <i>Let's give support</i> <i>to each group's representative !!</i> | | | | √ | |

Table 5

2. Utterances not in line with Politeness Principles

SDN Semambung

Theme: Poster on Types of Energy and Its Uses

| No | Dialogs | <i>Kurmat</i> | <i>Andhap asor</i> | <i>Empan papan</i> | <i>Tepo Slira</i> |
|----|--|---------------|--------------------|--------------------|-------------------|
| 1 | <i>Have you ever been to the beach?</i> | | √ | √ | |
| 2 | <i>To find out to what extent your ability</i> <i>to remember and understand is, I want to invite you to play. Let's play quiz.</i> | | √ | √ | |

Table 6

IV. CONCLUSION

In accordance with the previous explanations and the previously-proposed theory, it can be concluded that this research is in accordance with the expectations of the researchers. It indicated that the teacher as the object of research and as the central object of the research carried out more fulfillment of politeness than violation of politeness. This is in line with the theory used. Politeness is the main thing that must be considered when communicating. The choice of words and the use of sentences in accordance with

the place or situation accompanied by the accuracy of attitude will make a two-way communication process can run optimally. Based on the previously-formulated research objectives, it was found that the application of the principle of politeness in language was viewed from several aspects-being polite in complying with words and choosing sentences and being polite in behaving. Accordingly, when language politeness is applied in communication there will be comfort between the speaker and the speech partner. With the application of polite communication patterns and

the application of appropriate maxims, it can be ensured when the communication is ongoing.

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