



Use of the Principle of Language Courage in Middle School Students

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Abstract

The effectiveness of teachers in speaking using polite language in learning Indonesian to junior high school students by referring to the theory of politeness principles according to Leech (1983), Lakoff (1972), Brown and Lavinson (1978), Fraser (1978). This study uses descriptive qualitative methods to obtain naturalistic data, data collection using competent and free listening techniques and record techniques. The data analysis technique uses the interactive model of Miles and Huberman (2014) which has three components of analysis: data reduction, data presentation, and drawing conclusions or verification. The results of the study found 4 forms of politeness, namely: 1) maxim of wisdom, 2) maxim of generosity, 3) maxim of agreement, 4) maxim of modesty, while forms of violation of politeness principle are 2, namely: 1) maxim of generosity.

Keywords: *Politeness in Language; Violation of Politeness; Students; Junior High School*

Introduction

Learning is a way to change the actions, attitudes, or behaviors of students who tend to be permanent as a result of experience to support the generation of dignified generation, even though changes in abilities are only instantaneous and then return to their original behavior indicating that learning events have not yet occurred, even though it may have been done teaching (Mahmudi., 2009:4).

In every learning process, it is definitely involving teachers and students because both have positions that occupy important positions in the learning system. The task of a teacher is to do how the learning process runs effectively and systematically and focus on students. In addition, the learning mindset needs to be changed from merely understanding scientific concepts and principles, but students are also able to do something by referring to scientific concepts and principles that have been mastered, while the task of a student is to study and learn (Muchtar., 2012:158).

According to (Winataputra., 2009:2) learning/instruction is a learning process that refers to design. The intentional element carried out in the learning process becomes the main characteristic of the concepts and principles of instruction. Then the learning process is centered

on the planned or directed gold destination process. (pre-planned). In this process, the learning process undertaken is the process of behavior change from previous experience concepts, most of which have indeed been designed.

In the teaching-learning process in language, schools are used as a medium of interaction because the language has an important role in conveying information, although interactions can use other tools besides language the language is a good, most perfect interaction tool, compared to other communication tools (Cahyani., 2012:135). The teacher uses Indonesian so that students can easily understand what is conveyed. Because Indonesian is the language used in daily interactions, besides that language will reveal one's character, mindset, habits, or even intelligence. Using polite language is a term of politeness, respect, good attitude, and good behavior.

Law No. 2 of 1989 which regulates the national education system states that "Indonesian is the language of instruction in national education". The law also defines regional and foreign languages. The language is also used as an introductory language to convey certain knowledge or skills (Alwi., 2000:2).

(Sisbijanto., 1995:45) states that polite language is the right tool in communication so that the teacher needs to foster and be directed by students so that he can apply to each of them because students are the next generation of the nation that will develop in his day. If this is not implemented, the generation will have an attitude that is arrogant, rude, unethical, uncharacteristic, and not concerned with religious law.

According to (Rahardi., 2009:35) who studies the politeness in the use of language (language use) in the community used in certain languages to adjust their environment. The speech community in question is a society that has a background with different social and cultural conditions. (Yule., 1996:60) argues politeness in an interaction can then be defined as the means employed to show awareness of another person's face. In this sense, politeness can be accomplished in situations of social distance or closeness. (Brown., 1978:13) politeness is reflected in the language used by people wherever they are, regardless of their level of isolation or social complexity.

Here are some students when interacting during the learning process in class that many people still speak mockingly, insinuate, and criticize directly so that other people's hearts feel sick or use diction that should not be used. (Watts., 2003:10) states that politeness is not something we have from birth but something we must learn and apply to someone. As research conducted by Mahmud in his research is "The use of politeness strategies in the classroom context by English university students" in 2019 on this communication, one not only pays attention to the contents of information but how to inform well in order to create comfortable communication between interlocutors. (Romaine., 1984:2) "the knowledge of sentences, not only asgrammatical but also appropriate".

Some experts also discuss the principle of politeness, namely, Lakoff (1972), Brown and Lavinson (1978), Fraser (1978) who discuss the modesty of language in communication. The principle of politeness Brown and Levinson is divided into two, namely (1) face-threatening act (FTA); and (2) saving face (face-saving acts) (Brown., 1978:30). Whereas Leech divides politeness principles into six namely, (1) maxim of wisdom; (2) maxim of generosity; (3) maxim of praise; (4) humble maxims; (5) maxim of the agreement; and (6) maxim of conclusions (Leech., 1983:206).

This study will discuss compliance with the principle of politeness and violation of politeness principle which is reflected in students' speech in learning Indonesian in class which refers to the politeness principle proposed by Leech (1983).

Methodology

This study is called qualitative research classified as naturalistic research, that is, research that describes symptoms or phenomena as they are (natural setting). This research was conducted in junior high school. This study describes the obedience of language politeness and violation of politeness principles in Indonesian language learning activities. The method used in this research is direct observation. According to (Raco., 2010:115), the main purpose of observation is to describe the observed condition. Observations made directly, both formal and informal to observe various speech events. According to (Sutopo., 2002:137), it is stated that in-depth interviews that are explored are flexible or open, are not strict and not structured, are not in a formal condition, and are repeatedly conducted with the same informant.

Speech data is obtained from recordings in Indonesian language learning in class, then the data is transcribed and processed. Data analysis in this study used a method that refers to Miles and Huberman, an interactive analysis method that is divided into three components of analysis, (1) data reduction; (2) data presentation; and (3) data withdrawal or verification (Miles, B Matthew & Huberman., 2014:12).

Results and Discussion

This study discusses the importance of using politeness in language learning Indonesian. The results of the analysis in this study indicate that the teacher teaches students that when in Indonesian language lessons, in particular, must use polite language, which refers to Leech's opinion found in this study there are 4 maxims obeyed, namely the maxim of wisdom, maxim of simplicity, maxim of sympathy, and the agreement's maxims.

Compliance with the Principle of Politeness Maximum Wisdom

When there is a wisdom maxim, the speaker acts wisely and does not force his own desires on the speech partner. The speaker also shows that he does not harm the interlocutor and shows to please the speech partner when the speech is spoken.

Data 1

S : “[Bu, maaf nilai ulangan harian saya yang kemarin mendapatkan nilai 15. Gimana kalau hari ini kita remedi aja bu?]”

S: "(Ma'am, sorry, my daily test score from yesterday got 15 points. How about today we just pay it back, Mom?)"

G : “[iya, tidak apa-apa, kalau dirumah belajar ya. Ibu beri kesempatan untuk memperbaiki nilai kalian yang belum memenuhi syarat KKM.]”

G: (Yes, it's OK, if you study at home, OK. I will give you a chance to improve your grades that do not meet the KKM requirements.)”

Context: there is a conversation between the teacher and students when the Indonesian language lesson is taking place. One student who was not satisfied with his daily test scores asked the teacher to give remedies in order to improve grades that did not meet the KKM requirements.

Based on the data above, it is found that politeness maxim is politeness. S speech above is a statement of apology for the value obtained that does not meet the KKM requirements so ask for a repeat test (remedial) so that the value obtained can meet the KKM requirements and G is willing to give another test in order to improve the value obtained yesterday. In the word "it's okay" is a form of discretion of the speaker is giving a repeat test (remedial). Indirectly, G's speech maximizes S.'s profit

Generosity Maxim

Data 2

G : “[ibu absen dulu ya, siapa yang hari ini tidak masuk?]”

G: "(Mother was absent first, who didn't attend today?)"

S1 : “[sinta, bu]”

S1: "(sinta, ma'am)"

G : “[kenapa?]”

“[Wah, ibu lupa tidak bawa bolpoin]”

G: “(Why?)”

“(Wow, mom forgot not to bring a pen)”

S2 : “[ini bu, saya pinjami bolpoin]”

S2: "(Here ma'am, I lend a ballpoint pen)"

Context: a teacher who wants to attend his students, but forgets not to bring a pen. There are students who lent a ballpoint pen to their teacher.

Based on data 2 above, there is a violation of the principle of generosity in the speech of S2, where S2 says "this ma'am, I lend a ballpoint" it is a fulfillment of the principle of generosity for what S2 has done. While the S1 only answered when asked G about students who did not enter that day.

Maximum Agreement

Data 3

G : “[sebelum mata pelajaran bahasa indonesia dimulai, saya harap kelas dalam keadaan bersih, baju rapi, dan bersepatu. Kalau kalian lakukan hal tersebut maka pembelajaran disekolahan akan berjalan lancar. Gimana, setuju?]”

G: "(Before the Indonesian language subject starts, I hope the class is clean, clothes are neat, and shoes are on. If you do this then school learning will run smoothly. How do you agree?)"

S : "[setuju]"

S: "(agree)"

Context: at the last minute of learning Indonesian, the teacher asks students to class in clean, neat clothes and shoes.

Based on data 3, there is compliance with the principle of agreement in the speech S. G requested that the classroom conditions are clean and learning in the class can run smoothly, then S is willing to do that. The use of the word "agree" is the availability to clean the class and tidy up the clothes. Speech S shows compliance with the principle of agreement politeness.

Maximum Modesty

Data 4

S : "[ibu memang pintar banget dalam hal apapun]"

S: "(Mom is so smart in everything)"

G : "[sebenarnya kamu yang lebih pintar dari ibu]"

G : "(Actually, you are smarter than mother)"

Context: a student admires the teacher's intelligence.

Based on data 4, it is the maxim of obedience that G has done in his speech "actually you are smarter than mother". The speech can be seen that G lowers himself and maximizes the profit of the speech partner.

Prosperous Max

Data 5

G : "[ayo ditulis. Nafisa tidak menulis?]"

G : "(let's write. Nafisa didn't write?) "

S : "[tidak bu, karena buku catatan saya ketinggalan]"

S: "(No, ma'am, because I left my notebook)"

G: "[pasti tadi malam tidak belajar kan makanya buku kamu ketinggalan. Sekarang buku kamu yang ketinggalan, besok apalagi]"

G : "(Last night, you didn't study, so you missed the book. Now your books are left behind, especially tomorrow)".

Context: a teacher tells students to record Indonesian language material.

Based on data 6, G's speech violates the principle of politeness maxim of conclusions. G has no sympathy for S because he has said the word "now your books are left behind, especially tomorrow". This violates the maxim of sympathy for having insinuated it.

Forms of compliance and violation of politeness principles according to Leech can be seen in the table below.

Table 1 Compliance and violation of the principle of student virtue towards teachers

No.	Maximum Type	Student	
		The fallout	Violation
1.	Wise Wisdom	12	
2.	Generosity Maxim	6	
3.	Maximum Agreement	7	
4.	Maximum modesty	11	
5.	Prosperous Max		7
Amount		36	7

Based on the data in table 1 above, the compliance with the principle of politeness in students is 36 utterances, including the maxim of 12 utterances of wisdom, the generosity of 6 utterances, the maxim of agreement 7 utterances, the maxim of modesty of 11 utterances. In addition, there were 7 violations of the politeness principle in students, the violation of the maxim of 7 utterances. The data can be seen that the level of politeness compliance is higher than the violation level of politeness principle.

Speech is done between students and teachers and students with students so that politeness in language should not be ruled out either interacting in the school environment or outside the school environment must use polite language so that violation of politeness principles does not occur. (Alika., 2017) states that the level of politeness of students' language depends on how the teacher can apply politeness to their students so that violations of politeness can be avoided and learning in schools can run smoothly. Besides that, the teacher's efforts have repeatedly applied the teaching of language modesty to students but there are still many students who have not implemented language modesty (Agustina & Cahyono., 2016).

Frequent violations of politeness principles due to excessive curiosity and daily factors of students in getting along so that it can bring up speeches that violate politeness principles, such as the findings of (Kusno & Rahman., 2016) that violations committed by students against teachers and with students often occur because there is an emotional urge so violation politeness can occur and speech hurts the opponent's speech.

Teaching politeness language in schools is applied to male or female students because it has equal levels of teaching in class. The above data that adheres to the principle of modesty is dominant with female students because female students are more concerned with the level of politeness of the interlocutors such as research Rosinawati (Dewi., 2018) also discusses politeness carried out on female students in Al-Abidin High School who use their daily language, language. bilingual in interacting and in the process of learning Indonesian. Choosing female students because the application of the use of

politeness principles is preferred to respect interlocutors such as teachers (older), equal, and younger. Because obeying the principle of politeness is the same as reflecting yourself that the behavior is good.

In contrast to male students often violate the principle of politeness because they underestimate the principle of politeness so that violations of politeness principle occur and ultimately offend others. Of the many male students who violated the principle of politeness, there were still one or two male students who obeyed the politeness principle. This is like in (Febriadina, Sumarwati, & Sumarlam., 2018) that politeness applied to male and female students has gender equality and therefore all students must use polite language in speaking to anyone and anywhere.

For readers, the results of this study can be utilized in everyday communication by using polite language in formal and non-formal situations so that communication runs smoothly. Both the speaker and the speech partner in establishing communication.

Conclusion

Based on the analysis of these data it can be concluded that the compliance and violation of politeness principles in Indonesian language learning in junior high schools depend on the effectiveness of the teacher is speaking in polite language so that male and female students can apply to themselves. However, it can be seen that female students maximize the politeness principle more than male students who minimize the politeness principle more. It can be categorized that female students adhere more to the principle of politeness such as maxim of wisdom, the maxim of generosity, maxim of agreement, and maxim of modesty because female students assume that politeness of speech reflects good behavior and respect for the interlocutor. In contrast to male students, they are more likely to minimize the principle of politeness because they take it for granted and there is no respect for the interlocutor so violations of politeness principle can occur in the maxim of praise and the maxim of sympathy.

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