LANGUAGE POLITENESS PRINCIPLES USED BY TEACHER TO BUILD STUDENTS CHARACTER IN SMK TAMANSISWA 2 KOTA PROBOLINGGO

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Abstract: Language phenomena often occur in schools, especially politeness. Politeness is about the principles that consider whether a speech can be said to be polite or impolite. This research analyzes the types of Bahasa Indonesia used by SMK Tamansiswa Vocational School teachers. This research implements the theory of politeness proposed by Leech which includes six maxims, namely the namely tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The aim of this research is to reveal which maxims Bahasa Indonesian teachers use in the daily teaching process of the six maxims. The method used is descriptive qualitative, with data collection techniques through observation, and recording. After the classification process, four maxims were found, namely the generosity maxim, approbation maxim, agreement maxim, and sympathy maxim. The total data found is 49 data. The 49 data consist of generosity maxim 33 data, approbation maxim 4 data, agreement maxim 3 data, and sympathy maxim 3 data. The research results found four maxims which include the generosity maxim, approbation maxim, agreement maxim, and sympathy maxim. Apart from that, two maxims were found that were not used by teachers, namely tact maxim, and modesty maxim. The total data found was 49 data. It can be concluded that Indonesian language teachers, especially at Tamansiswa Vocational School, have succeeded in implementing Leech politeness.

Keywords: Politeness, language, maxim.

INTRODUCTION

Communication is something that appears every day in human life. communication is a process of declaration between humans, the declaration is about the thoughts or feelings that someone has towards something or someone else who uses language as a tool to convey these thoughts or feelings. to express the thoughts, and feelings that each person has. with this language is the most effective communication tool to be used between humans (Hosnol Wafa et al., 2017).

Communication ethics not only talks about the issue of how to respect the interlocutor but is more broadly related to how to understand the people involved

in the communication process so that nothing misunderstanding of meaning or perception. Some people think a person uses ethics to appreciate and respect the interlocutor in conversation. Respecting each other requires ethical behavior; ethical behavior is based on cultural values and norms that apply in society and is generally accepted as relating to sound and right actions (Saihu, 2021).

Polite language should be given special attention to language users in social life. If polite language is used in interactions between people and can be used consistently, a peaceful, calm and harmonious society will be created. At the moment. The school functions as a place for formal learning. Many elements contribute to support their goals. In learning at school, language is a very important communication tool. Education is inseparable from character development as a form of learners' personality.

Schools have a role in determining students' language behavior because students spend more time at school. Teachers play an important role in educating students on language ethics in schools. Educated language use is the use of language that is in accordance with the values and norms that exist in society. Especially in an educational environment which must prioritize a polite attitude towards all parties, including in the implementation of the learning process in the classroom.

In the learning process, there is teacher-student, student-teacher, and student-student interaction. In teaching and learning activities, the presence of teachers and students interacting with each other is one of the determining factors for the success of the character-based language learning process. The classroom atmosphere often does not match expectations. Many students also don't know how to use polite language. Educational attention to languages originating from Javanese culture has experienced a marked decline in the last two decades. With the widespread use of language in society, children believe that their use of language is acceptable to their friends and follows environmental trends. This causes a reduction in children's accurate and correct use of Indonesian. Especially during formal communication, such as in the classroom. In the school environment,

students should be more able to control their speech. Because the school environment is a place where they learn and form their character.

According to (Rahardi, 2005), the communicative value of sentences in Indonesian are: declarative sentences, which show the intention to report something to the person you are talking to; interrogative sentences, which show the intention to ask the interlocutor something; Imperative sentences express the intention to order or ask the interlocutor to do something that the speaker wants; exclamatory sentences expressing admiration; Emphatic sentences, which show the intention to provide special emphasis. Language politeness can be heard and felt by others, including those around them. In addition, language politeness can be learned through direct interaction in everyday life and the school environment.

To understand these utterances, pragmatics research is needed. This study is mainly based on Leech's (1993: 206-207) view of the principles of politeness that are taken into consideration whether an utterance can be said to be polite or impolite. Leech's politeness principles are called and expressed as maxims. Leech's maxim consists of six maxims, namely tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

Politeness is very important in the classroom teaching process. The existence of politeness in the teaching process has many benefits, including creating a comfortable atmosphere during classroom teaching and having a major impact on students' emotional development. Discussing politeness, this research took place at SMK Tamansiswa 2 Kota Probolinggo to analyze the politeness principles used by teachers.

In the first previous research by Wahyu Fitri Ningari, "Peran guru menanamkan karakter sopan santun dalam pembelajaran pendidikan kewarganegaraan " This research problem aims to describe instilling the character of courtesy in the learning approach between teachers and students. Data analysis techniques use data reduction, data presentation, and conclusion. Furthermore, the validity of the data is checked using data triangulation (Kajian et al., 2023).

In the second previous research by Irwan, jufri agus " Strategi Pembentukan Karakter Sikap Sopan Santun pada Siswa Kelas IV di Sekolah Dasar ",

this study aims to describe the character-building strategy of courtesy in fourth-grade students of SD Negeri Palatiga in baubau city. This research was conducted in Baubau city on May 23, 2023. The data collection techniques used were observation, interviews, and triangulation. Data analysis uses data reduction, data display, and conclusion drawing (Irwan & Agus, 2022).

Achadi Budi Santosa conducted the third previous research, Muhammad Zuhaery, "Membangun karakter siswa melalui kasantunan Bahasa." this research is related to language politeness, especially in the school environment. The data collection methods used in this research are observer and interview methods (Santosa & Muhammad, 2021). The fourth previous research by Made Saihu" Etika Komunikasi dalam Pendidikan Melalui Kerangka Teori Teacher Engagement (Studi di Smk Puspita Persada Jakarta Selatan Tahun Pelajaran 2019/2020)" the purpose of this research is related to communication ethics, especially in the educational environment. The data collection methods used in this research are observation, documentation, and interview (Saihu, 2021).

The fifth previous research by Annisa Nurul Sobi Siregar and Rosmilan Pulungan," Analisis Kesantunan Dalam Interaksi Antara Guru dan Siswa Pada Mata Pelajaran Bahasa Indonesia" . This study aims to determine the reality of the language politeness of teachers and students. The data collection methods used in this research are observation, recording, note-taking, and interview (Nurul et al., n.d.).

There are similarities and differences in the fifth previous studies. The resemblance is to foster politeness principles and characterize polite language between teachers and students. The difference between the last research lies in the object of research. This research deserves to be researched and studied more deeply because it can help us understand how to build language politeness principles for teachers and students to develop their language skills, especially in the school environment. Not only that, but this research can also find out how students' mindsets towards teachers shape the language character acquired by teachers. Included in the language acquisition of teachers and students is the pronunciation of clear and polite language. In addition, the research can help find

solutions to various problems. With the research results, it is clear that the phenomenon of language acquisition is relevant to the development of linguistic theory.

METHOD

This research is designed to find out how politeness at SMK Tamansiswa 2 Kota Probolinggo. Therefore, this research method uses descriptive methods with a qualitative research form. Qualitative research is research whose understanding process is based on methods typical of the logical research tradition in investigating social or humanitarian problems. This study analyze words, report information in detail, and conduct research.

The fragments of conversations conducted directly between teachers and students and paragraphs are analyzed descriptively and qualitatively. In this study, the form of speech is obtained from the SMK Tamansiswa 2 Kota Probolinggo object. The data used in this research is spoken language. The spoken language data was selected from the results of interactions between teachers and students, students and teachers, and students with students in the Indonesian language learning process in the form of conversations in the form of sentences. In connection with the data of this study in the form of spoken language data, the data source in this study is the conversation of teachers and students in the Indonesian language learning process.

The population in this study is teachers of SMK Tamansiswa 2 Kota Probolinggo, totaling 108 students and 15 teacher, which was the general population. At the same time, the target population is students in grades 10 TKJ 1, 11 TKR 2, totaling 28 students. The research samples taken is teacher Bahasa Indonesia totaling 1. The sampling technique used purposive sampling technique. There are some processes which usually used in data analysis method. They are, the process of segmenting, selecting and rearrangement of the data states Creswell (2016: 260).

The validity of the data in this study be tested through retesting. The method of determining data validity in this study obtained data validity from

dialogue conversations between teachers and students in the classroom during learning. In this research, the process of selecting data validity uses a double-check. Cross-checking is used to recheck the results of research using theory and experts. The theory in this research aims to examine how to analyze the data while experts are used to explore the study results.

ANALYSIS AND FINDINGS

Generosity Maxim

The data from the analysis of audio recordings as a whole there are 49 data. the results of the study found as many as 39 data from the type of generosity maxim, for the data used as sample analysis there are 5 data, namely data 1, data 15, data 17, data 21, and data.

> Data 1
> BL : liat materinya mbak yang kemaren?
> S:lupa dah Bu, puisi reh, sudah saya pas ini dah puisi yang!
> BL: udah ya ibuk Lilik mengulang kembali sebuah puisi ya?

The statement above is that the teacher asks again about the previous material to ensure the material has been completed or has not been explained and the students provide a response. However, students still forget previous lessons and teachers try to repeat previous lessons or material so that students can remember the learning material. a week ago which was explained previously, and it can be seen here that the teacher has sacrificed himself and tried to reduce profits for himself.

The speech of language users must prioritize the benefits of the interlocutor by making sacrifices for oneself. In the mengulang kembali repeat utterance This minimizes your benefit from repeating the learning material that was studied last week which is a form of the maxim of generosity that adds sacrifice to oneself by the way the teacher repeats the previous lesson material so that students can recall the material. The utterance can be said to be polite because it has realized the maxim of generosity marked by repeating the previous material.

> Data 15
> BL:Makna kias.

El :kias?

BL:kias kiasan K I A S kiasan merupakan makna yang tidak sebenarnya contoh tak ada yang lebih tabah dari hujan bulan juni, bawahnya tadi mana kias yang nomor satu ya, sekarang dua lambang atau simbol

In the conversation above the teacher tries to give unclear speech to the students and the students try to ask again what the teacher said to make it clearer and the teacher responds very well to the students by repeating the words spoken. previously said to students and here there is a teacher who repeats the spelling of words or sentences that were previously said to students. It can be seen that the teacher is trying to sacrifice himself and trying to reduce the benefits for himself.

From the above speech, it can be seen that the teacher optimizes the interlocutor by adding sacrifices for himself. In the kias kiasan K I A S utterance This minimizes personal gain because the teacher tries to repeat words or spellings to students so that students can hear more clearly what the teacher is saying it appears that the teacher sacrifices himself by repeating words or sentences that are unclear so that students can write correctly. After being understood, the above speech can be said to be sent because it has fulfilled the maxim of generosity.

Data 17
BL:sevin ga nutut sevin ohhh ini, mengindentifikasi kaya konkret.
S :apa Bu?
BL: konkret tulisan K O N K R E T, mengindentifikasi kata dalam puisi, kecepeten ndok?

The conversation above is not much different from data 15, namely the teacher explains the learning material. Students ask again for sentences that don't sound clear and students only make sure the spelling of the word or sentence is correct or the teacher pronounces it wrong. It can be seen here that the teacher is trying to repeat so that the material is conveyed correctly and there are no errors in the current learning material. In this way the teacher sacrifices himself and reduces the benefits for himself.

From the above speech, the teacher can optimize the interlocutor by adding sacrifice to himself. The concrete sentence of konkret tulisan K O N K R E T utterance this minimizes personal gain because the teacher tries to repeat words

or spellings to students so that students can hear more clearly what the teacher is saying , The appearance of the teacher's speech sacrifices himself by repeating the correct and precise spelling or writing. The above speech can be said to be polite because it can optimize the maxim of generosity.

Data 21
El :apah Bu?
BL : pengucapan kata
BL :jadi gini ya ini tadi kita membahas mengenai bagaimana mendengkontrasikan sebuah puisi ya atau mau pertunjukkan atau tentang bagaimana kita membaca sebuah puisi sedangkan sekarang bagaimana kita itu menganalisis unsur pembangun puisi yaitu yang pertama adalah menganalisis diksi ya, kemarin kita sudah ya bu lilik sudah menjelaskan diksi diksi itu adalah pemilihan kata

The interaction between teachers and students above is a stage of repetition of poetry learning material about diction. The above conversation occurs between the teacher who explains again to students so that students can understand the material that has been given by the teacher to children who do not understand the learning material.

Maximizing benefits for students in the dialogue above. The sentence teacher jadi gini ya So, here it is This utterance minimizes one's own benefit because intends to explain again to students who do not understand the learning material. This is a form of teacher sacrifice to optimize learning time in class. It can be concluded that the teacher's speech is polite because it fulfills the maxim of generosity.

Data 32
S   :fiksi katanya
BL:fiksi? Non fiksi berarti berita disitu adalah bentuk karangan non fiksi dan berita tersebut adalah sebuah informasi secara fakta faktual nah itu berarti kalian kemaren dibaca ga paham berarti ya kan ibuk sudah bilang kalau anak yang pintar itu bisa dari buku,hp,google kamu sudah tapi disitu untuk kalian kalau pembelajaran di dengarkan dan di simak ya jangan mengandalkan google gitu ya.

The interaction between teachers and students above is a question and answer in learning. With this, the teacher's speech responded well even though the

answers from students were not correct and explained the material again to children who did not understand. This is because the teacher always reminds students to often read from books not only rely on Google.

In the above speech maximizes the benefits for students or interlocutors. In the sentence fiksi? Non-fiksi, It can be seen from this speech that it minimizes its own benefits because the teacher sacrifices himself by giving directions to the correct answer to the students so that the students do not rely on social media to find answers to the teacher's questions. The above speech can be said to be polite because it contains the maxim of generosity.

Approbation Maxim

The data from the analysis of audio recordings as a whole there are 49 data. the results of the study found as many as 4 data from the type of approbation maxim, for the data used as a sample analysis there are 5 data, namely data 4, data 9, data 11, and data 33.

> Data 5
> S: rinduuu
> BL: rindu yaa heeh pinter, berarti puisi tersebut yang dibaca menggambarkan sebuah perasaan rindu ya yaa rindu atau rasa cinta yang tak tertahan eee gitu yaa....

The interaction between the teacher and the students above is a speech that occurs when one of the students dares to answer questions from the teacher. The interaction in the utterance complies with the approbation maxim, namely the teacher gives praise to students who answer correctly.

The conversation above is a maxim of praise because the teacher reduces the criticism of others and adds praise to others. The teacher's speech with the sentence pinter smart, this utterance is that the teacher gives praise to one of the students who tried to be brave enough to answer questions about the learning material presented by the teacher. It can be concluded that the teacher's utterance belongs to the Approbation maxim.

> Data 9
> R : suara
> BL: lah suara pinter mbak sinta eh mbak eli

The interaction between teachers and students above the language politeness shown in data (5) is the use of polite language in the interaction from teachers to students which is included in declarative speech. Polite language is shown by the use of pinter mbak in the teacher's speech when responding to the correct answer because the answer is what the teacher expects then the teacher gives approbation. approbation is a form of appreciation given by the teacher to his students.

The conversation above is a maxim of praise because the teacher reduces the criticism of others and adds praise to others. The teacher's speech with the sentence pinter smart sis, this utterance is that the teacher gives praise to one of the students who tried to be brave enough to answer questions about the learning material presented by the teacher. It can be concluded that the teacher's utterance belongs to the Approbation maxim.

> Data 33
> BL :abab biasane kalau a b a b itu mempunyai berapa bait?
> El   :empat behhhh
> BL :ga salah tapi kurang tepat yaa

In the interaction between teachers and students above, the politeness addressed in data (9) is the use of polite language in the interaction of teachers and students in speech. Polite language is addressed by the use of speech that is ga salah tapi kurang in the teacher's speech when responding to incorrect answers from students but the teacher gives a form of response in the form of praise so that students do not feel hurt.

The above utterance is a maxim of praise because the teacher reduces criticism of others and adds praise to others. The teacher's speech with the sentence is not wrong but less, this speech the teacher gives praise to one of the students who tries to dare to answer questions about the learning material delivered by the teacher. It can be concluded that the teacher's speech is included in the Approbation maxim.

> Data 11
> BL   :abab biasane kalau a b a b itu mempunyai berapa bait?
> El   :empat behhhh

BL   :ehemm pinter bagus, berarti paham kalau yang bisa pasti paham

In the conversation above, the teacher asked students questions to encourage students to answer the questions according to what the teacher expected. Thus, here the teacher gives appreciation and praise to students who succeed in answering according to the content of the answer. It can be seen that the teacher reduces insults to other people and adds praise to the person they are talking.

The conversation above shows that the teacher can reduce criticism of others and add praise to others. The sentence of the teacher's speech pinter bagus good smart utterance means that a teacher gives praise to his students who can answer the questions given by the teacher. this means that the teacher gives appreciation to students who have been able to answer questions that match the teacher's answers. therefore it can be concluded that the teacher's utterance includes the approbation maxim.

Agreement Maxim

The data from the analysis of audio recordings as a whole there are 49 data. the results of the study found as many as 3 data from the type of agreement maxim, for the data used as sample analysis there are 3 data, namely data 13, data 36, and data 48.

Data 13
BL   : Sampai mana kemarin materine puisi?
El   : sampek mengenai puisi
BL   :Berarti mengenai puisi ya?

The dialog above is between the teacher and students in the classroom when the learning will begin. It can be seen that the teacher asks the students again about the previous learning material to ensure that the material has been explained before or not. From the utterance above, the teacher immediately agreed to the student's answer without asking again about the next material.

The sentence Berarti mengenai puisi ya? That means it's about poetry, right? This saying maximizes self-agreement because It is as if he is trying to reduce discrepancies and increase congruence between himself and students by

agreeing with the remarks of students who provided the previous learning material. This is by the maxim of agreement which aims to reduce discrepancies between speakers and interlocutors, therefore this attitude is said to be polite because it has complied with the maxim of agreement.

Data 36
BL   : kemarin juga, kemarin ada tugas ya le?
S   :ga ada bu
BL   :nda ada yaa

The dialogue above is a dialogue between the teacher and the students in this speech occurred when the teacher finished explaining the previous learning material. The interaction in the above speech obeys the maxim of agreement, namely the teacher asks the students about the assignment given. Then the students answered no and finally, the teacher agreed that there was no assignment given from the teacher.

The sentence nda ada yaa, the teacher seems to be trying to reduce discrepancies and increase conformity between himself and the community by agreeing with the students' utterances that provide answers to questions previously asked by the teacher. This is in accordance with the principle of maxim of agreement which aims to reduce discrepancies between speakers and interlocutors, therefore this attitude is said to be polite because it has complied with the maxim of agreement.

Data 48
Bl   :iya itu bentuk apa?
D   :pustaka
BL   :pustaka betul, contoh lain le coba ada yang ditanyakan nak dari bab daftar pustaka atau karya ilmiah atau dari sisi buku sudah paham?

The dialogue above is a dialogue between the teacher and the students in this speech occurred when the teacher finished explaining the previous learning material. The interaction in the above speech obeys the maxim of agreement, namely the teacher asks the students about the assignment given. Then the students answered no and finally, the teacher agreed that there was no assignment given from the teacher.

The sentence pustaka betul as if the teacher is trying to reduce discrepancies and increase his conformity with students and agree to the students' speech. this is the teacher approving students so that the conformity can provide an enthusiasm for learning today's material and the next. it can be seen that the teacher provides opportunities for students who do not understand the learning material. This is by the maxim of agreement which aims to reduce discrepancies between speakers and interlocutors, therefore this attitude is said to be polite because it has entered into the maxim of agreement.

Sympathy Maxim

The data from the analysis of audio recordings as a whole there are 49 data. the results of the study found as many as 3 data from the type of sympathy maxim, for the data used as a sample analysis there are 3 data, namely data 37, data 38, and data 39.

Data 37
S : dirangkum emang boleh bu?
BL: boleh dong ya wes nak besok sopo wes Sampe lali fausi elenge Yusup arek e?

The interaction between the teacher and the student above is the maxim of sympathy because the teacher pays attention to students by allowing students to take notes or summarize all the learning materials that have been given by the teacher. Thus the teacher understands what is needed by students so that they do not have difficulty in capturing the existing material.

The above utterance states that the maxim of sympathy requires all speech participants to maximize sympathy and minimize antipathy to the interlocutor (student). The sentence boleh dong maximizes sympathy to the interlocutor because here a teacher gives a sense of attention to students so that students can record the learning material that was explained a few minutes ago. It can be concluded above that the teacher uses the maxim of sympathy to students.

Data 38
BL: bahasa indonesia itu bebas ya nak ya merangkum tersera mencatat terserah nggak papa berarti aman catatan ne Leh?
S :ada banyak Bu

The interaction between the teacher and the students above is that the teacher allows his students to take notes on the existing material again and the teacher always makes it easier for his students not to forget today's learning material. With this, students will feel happy because they have been given attention by the teacher.

The above speech obeyed the maxims of sympathy, all participants in the speech maximized sympathy and minimized antipathy to the interlocutors (students). namely bebas ya nak ya The purpose of the teacher is that a teacher pays attention to his students so as not to forget today's learning material. It can be concluded that in the above speech, the teacher uses maxims of sympathy for his students.

Data 39
S :ilang Kabeh Bu
BL:oh ilang Kabeh, ya sudah baiklah next kita lanjut itu le yang belum catatan ne masalah berita mengenai berita eeee kemarin dilengkapi karena sudah dua pekan mengenai berita

The teacher and student interaction above is a teacher who pays attention to students to re-record the material that has been lost by allowing them to complete all the material. The interaction in the speech of the maxim of sympathy, namely the teacher gives attention to students who are missing notebooks to be repaired.

The above utterance states that it includes the maxim of sympathy because it maximizes sympathy and minimizes antipathy to the interlocutor (student). The sentence ya sudah baiklah means that the teacher gives opportunities or attention to students so that students can take notes again on the previous and today's learning materials. It can be concluded that the teacher uses maxims of sympathy because it gives opportunities or attention to students.

Findings

In this finding, two maxims are not used by Bahasa Indonesia teachers at SMK Tamansiswa 2 Kota Probolinggo in the classroom teaching process, namely tact maxim and modesty maxim. This does not affect the existence of the four

maxims.First, the generosity maxim is found in 39 data out of 49 data which shows that teachers have successfully applied this principle of politeness. Of the 39 data found show that the majority of speakers consistently use the generosity maxim.

Here the teacher tries to add benefits to others by adding sacrifices to himself. Second, in the approbation maxim, 4 data out of 49 data were found. Although only 4 data were found, this shows that the teacher has successfully applied this politeness principle. The analysis of the approbation maxim shows that the teacher reduces criticism of others and adds praise to others. Third, on the agreement maxim, 3 data out of 49 data were found.

Although only 3 data were found, this shows that the teacher has successfully applied this politeness principle. Analysis of the agreement maxim aims to reduce discrepancies between speakers and interlocutors. Fourth, on the sympathy maxim, 3 data out of 49 data were found. Although only 3 data were found, this shows that the teacher has successfully applied this politeness principle. The analysis of the sympathy maxim shows that the teacher maximizes sympathy and minimizes antipathy to the interlocutor.

CONCLUSION

Based on the analysis of politeness in the classroom at SMK Tamansiswa, it can be concluded that the application of several maxim has been carried out by Bahasa Indonesia teacher. Among them are generosity maxim, approbation maxim, agreement maxim, and sympathy maxim. This shows that the Bahasa Indonesia teacher succeeded in applying four of the six maxim issued by Leech.

Several interactions show that teachers apply the maxim of generosity and the maxim of approval more than the second maxim. This shows that teachers prefer or tend to sacrifice themselves and give praise to their interlocutors to avoid conflict. This is proven by the large number of data from this proverb, namely thirty-nine and four out of forty-nine total data.

Apart from implementing the four maxims, teachers also do not use two maxims, namely the tact maxim and the modesty maxim. In total there are four maxims used by Indonesian language teachers. Of the four maxims, there are only

two maxims which are the least found of the four maxims, namely two data on the agreement maxim and data on the sympathy maxim.

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