

Language Politeness in Student and Teacher Interaction of EFL Classroom

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Abstract

In this article, we discuss about language politeness, focusing in the form of verbal politeness. A language that contains elements of verbal politeness is the main purpose of this study, as well as the art and strategy of verbal politeness used by students. This type of survey is a qualitative descriptive survey. The object this study is exploring the importance of Language Politeness. From the research, there are several words as the data result of the student speeches. The data collection techniques used in this study were tapping, recording, and note-taking techniques. The data analysis techniques use the interactive model of Miles and Huberman. The data trustworthiness is validated by doing member-checking to avoid the bias of the researcher. The results found data that contained 4 kinds of principles of language politeness for teachers and students in the EFL Classroom which consisted of wisdom maxim 1 data, consensus maxim 1 data, appreciation maxim 2 data.

Keywords: Politeness, Language, Maxim

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INTRODUCTION

Behaving or speaking politely and ethically is also relative, depending on the social distance of the speaker and the speech partner. The meaning of politeness and politeness is also understood to be the same in general, even though the two things are actually different. The term polite refers to the grammatical arrangement of speech based on the awareness that everyone has the right to be served with respect, while polite means awareness of social distance (Kanti, 2018).

Politeness can be seen from various aspects in everyday life. First, politeness shows an attitude that contains the value of politeness or etiquette in everyday interactions. Second, politeness is very contextual, that is, it applies in certain communities, places or situations, but does not necessarily apply to other communities, places or situations. Third, politeness is always bipolar, that is, it has a two-pole relationship, such as between children and parents, between young people and older people, between hosts and guests, between men and women and so on. Fourth, politeness is

reflected in how to dress, how to act and how to speak.

Language politeness is one aspect of language that can improve the emotional intelligence of speakers because in communication, speakers and addressees are not only required to convey the truth, but must remain committed to maintaining harmonious relationships.

Language politeness is reflected in the procedures for communicating through verbal signs or language procedures. Language procedures are very important to be considered by the communication participants (communicators and communicants) for smooth communication.

Politeness is important wherever the individual is. Every member of the community believes that the politeness applied reflects the culture of a society, including language politeness.

Politeness itself has a different meaning from politeness. The word polite has the meaning of showing respect for the speech partner, while the word polite has the meaning of speaking (or behaving) based on the social distance between the

speaker and the speech partner. as well as the historical reference of discovered deixis.

METHODS

This study was conducted using descriptive qualitative approach. It focuses on the whole picture rather than breaking it down into factors for understanding a phenomenon. The interaction between student and teacher were used as a source of data for this study. The data collection technique was obtained by doing observation (1) using observation sheet. (2) the student-questionnaire. The data analysis technique uses interactive model analysis of Miles and Huberman (2014) that are; data collection, data condensation, data display, conclusion.

1. Collection the Data

The data collection technique used observation-sheet and student questionnaire

2. Data Condensation

The researcher will select, modify the data into the main focus based on the research topic.

3. Data Display

It related to the data arrangement, the narrative data is transformed into various form such as matrix, graphic, and chart. It is purposed to compose and arrange the data in order to be easier to understood and solid.

4. Conclusion/Verifying

The researcher started to make inference and categorization, cause and effect, explanation, pattern, configuration and proportion. The researcher took the inference and verified the conclusion based on the categorization.

RESULTS AND DISCUSSION

This study discusses the forms of students' language politeness in learning English language and its relation to learning news text material in Junior High Schools. The findings in this study are in the form of compliance with the principle of politeness in language which refers to opinions. The following are the results of the research found.

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Forms of Compliance with Language Politeness Principles:

Maxim of Wisdom

This maxim of wisdom requires speakers to be wise in communicating. Speakers should minimize losses and maximize the benefits of others. In the maxim of wisdom, speech can be said to be more polite if it is expressed in indirect sentences

Data 1

S 1: "Guys, still your hotspot available"

S 2: "Why?"

S 1: Just share to me

S 2: Okay, I will share it for you

S 1: "okay, thanks a million

Context: Conversations occur in the classroom when the teacher gives an assignment to look for examples of news texts on the internet and the school's wifi turns out to be problematic, S1 (speaker) wants to borrow a cellphone to be connected to Putra's cellphone to S2 (speech partner).

Analysis

The student's speech above fulfills the principle of politeness with the maxim of wisdom. This can be seen from the answers of S2 students who can understand the need for hotspots obtained in exploring information on the internet and looking for material presented by the teacher. So that the above conversation fulfills the maxim of wisdom, where the speaker can maximize the benefits for the speech partner. The speaker can provide a hotspot or internet package that the speech partner needs.

Maxim of Appreciation

A person can be considered polite if in speaking communication he tries to give appreciation to the other party. In this maxim, it is expected that the speaker and the speech partner do not mock each other, do not criticize each other, do not hate each other, and do not demean the other party. Speakers who mock other speech participants during speaking activities can be said to be disrespectful people. It is said that way, because mocking is an act of disrespect for others.

Data 1

G: so what after that?

S 5: opening sentence in the first paragraph

G : Yes, that's right, children, you all understand the news text very well.

Analysis

The teacher's speech above fulfills the principle of politeness with the maxim of appreciation. This can be seen from the teacher's speech who tried to reward students with the dialogue "all of you have understood the parts of the news text very well". The dialogue explains that the teacher appreciates student answers when students try to answer questions from the teacher.

Data 2

Q: "What's the theme, kids?"

S3 : "In my opinion, this is a topic about crime or criminal news, ma'am. So, it can be seen in the first paragraph that the location is at the police station."

T : "Woahh.. that's great... Your answer is amazing, son."

Context: The conversation takes place in group discussion activities. S3 provides suggestions regarding answers and is approved accompanied by flattery by the teacher.

Analysis

The maxim of appreciation can be seen in data 2 above. The phrase "great, extraordinary" shows compliance with the maxim of appreciation because it gives praise and feels amazed at the answer of the interlocutor.

Maxim of Consensus

The maxim of agreement can be called the maxim of compatibility. In this maxim, it emphasizes that the speaker and the speech partner can foster compatibility, agreement or agreement in speaking activities. Speakers and speech partners can be said to have a polite attitude if there is agreement or compatibility in speaking activities.

Data 1

G: if all of you are smart write a news text then it can be a provision for you later in writing other texts such as writing reports. Already understand the benefits?

S: already ma'am...

Teacher: OK, let's move on to the next one.

If do you think the material is important, so the children should write in their own notebooks?

S: (doing the teacher's orders)

Context : The conversation occurs when the teacher provide an explanation related to the benefits of studying the text news and its elements. Analysis The student's speech above fulfills the principle of politeness with maxim agreement. This can be seen from the speech between teachers and students who have consensus or agreement that students have understood will write a personal letter and the teacher continue the next material with student approval.

CONCLUSION

Students' language politeness will appear when interacting with other students and with teachers both in the context of learning and outside

the context of learning. Based on the results of the discussion, it was concluded that students' politeness in language mostly adhered to the principles of politeness according to Leech, namely the maxim of wisdom, the maxim of simplicity, the maxim of agreement, the maxim of appreciation, and the maxim of sympathy. The researcher found data that contained 5 adherence to the principles of language politeness for teachers and students in the EFL Classroom which consisted of wisdom maxim 1 data, consensus maxim 1 data, appreciation maxim 2 data.

Furthermore, the researcher found data that contained violations of the principle of language politeness for teachers and students in EFL Classroom learning which consisted of two types of language politeness maxims, namely wisdom maxim 1. the teacher is more polite in the use of language, because the number of compliance with the teacher's language politeness principle is more than the level of language politeness in students, especially in the maxim of appreciation where the teacher applies this maxim more to arouse enthusiasm for learning in students.

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