ANALYSIS OF TEACHER'S POLITENESS INTERACTION WITH STUDENTS IN ENGLISH TEACHING

Winda Sari[*1], Sholihatul Hamidah Daulay[2]
[1,2]*Universitas Islam Negeri Sumatera Utara*

* Corresponding Author: *sholihatulhamidah@uinsu.ac.id*

A R T I C L E   I N F O

A B S T R A K

This study aims to clarify various forms of speech politeness in the conversation of teachers and students working together to learn English in an elementary school in the city of Medan. Data collection methods include observational methods, transcription techniques, and various methods for taking notes. The aim is to determine the purpose of the principle of politeness in language selection learning exercises and how to speak politely between instructors and pupils. The findings of this study show that using courtesy influences the language and the feelings of the teacher's nine maxims from the ten maxims that teachers in linguistic etiquette, specifically: 1) Opinion Maxim Reticence, 2) Agreement Maxim3) Maxim of Sympathy, 4) Maxim of Generosity, 5) Maxim of Approval, 6) Maxim of Obligation S towards O, 7) Maxim of Wisdom 8) Maxim of Humility, 9) Maxim of Feeling Toughness. In conclusion, polite communication between teachers and students frequently involves speaking Indonesian instead of English. Here is the teacher's attention when teaching in class with polite language.

INTRODUCTION

Social beings who always need connection and communication with each other through language are known as humans. Language is also said to be a sign of a situation or event in daily life. The meaning of language, in essence, is the language of the mind and human emotions regularly (Depdiknas, 2005:3), which is defined as a tool, sound. The capacity for linguistic comprehension also endorses it, as Suratno and Rashid (2009: 126) state that language has an independent structure and meaning. Wearer as an indication that a score. Where is the language's connection to pragmatics, namely, the capacity for speech in the mother tongue to express more than one language compared to that

determined by assertiveness? Common language, also called mother tongue, is written. Humans use language and spoken words to communicate in public.

Teacher instructional communication abilities verbally evaluate student achievement (Suparno, 1999). Pragmatism and communication go hand in hand. Yule (1996) explains the study of pragmatics as the meaning speaker. What is said depends on the type and the context. Glaser (2009) declares that contextual learning is pragmatic learning. This kind of learning includes analyzing what people have said and are aiming for in a particular context and in what context affects what is said. Therefore, it is necessary to regulate what they wish to highlight, and the listener understands what they adapt to, such as to whom, where, when, and how they speak and listen in what conditions.

The study of contexts, settings, or occurrences is known as pragmatics. We might also define pragmatics as studying language, meaning, and communication environment. A way for people to interact with one another is through communication. Humans can communicate by using a variety of intents, purposes, and opinions. By learning, we can gain a lot from linking pragmatics to language. We comprehend people, their meanings, opinions, and will, and the type of action is like request, refusal, approval, disapproval, thanks, requests sorry, and so on as they converse. Communication can be deemed successful if the speaker is aware of the significance of the words used and the intended impact.

Politeness is one of the many facets of pragmatics. This courtesy makes researchers interested in this research since it is connected to linguistic patterns. This indicates that word choice in communication is influenced by linguistic patterns. Respect is required, particularly in the teaching and learning process. Teachers must, therefore, understand how far to modify politeness tendencies in the teaching and learning process. Additionally, this lesson emphasizes politeness patterns that students and teachers can utilize to communicate effectively. Along with speaking, writing, and behavior patterns, learning a foreign language must also consider politeness patterns.

What is the nature of the contact between teachers and students, and how does it depend on the student's practical knowledge, actions, and reactions in various circumstances and contexts? The ability of a speaker to comprehend the context of a discussion is known as pragmatic competency. Students' awareness of the practical side of social interaction in the classroom. Finding appropriate teaching resources is a challenge when integrating pragmatics into the curriculum.

Here, the researcher uses Leech's politeness principle theory. Leech (2014) divides the 10 thimbles of politeness into categories.: 1) Opinion Reticence Maxim; 2) Maxim of Wisdom; 3) Maxim of Simplicity; 4) Maxim Agreement; 5) Obligations of O To S Maxim; 6) S to O Maxim obligations; 7) Maxim Agreement; 8) Generosity Maxim; 9) The Maxim of Feeling Aversion; and 10) Maxim of Sympathy. This study explains the review of the library that serves as the theoretical foundation and is used as a guide to support and elucidate research. The analysis is the study title's description of the literature review based on the problem that will be studied. Speaking politely while teaching English is part of linguistics, which examines the connection between relationships outside of language and speech. Pragmatism refers to the circumstance in which he talked. Semiotics in linguistics includes pragmatics. The study (theory) of signs and symbols.

Leech (1993:8) states that the study of meaning in pragmatics is a speaking situation. This implies a relationship with three parties (triadic), namely the narration, the speaker, and the situation history of the speech's events. According to the experts' assessments of pragmatics, general pragmatics refers to instruction on the language used by speech partners and speech partners involved in events. As a result, pragmatics emphasizes what the speaker says while still seeing meaning outside of linguistic context, making it impossible to distinguish between speakers and interlocutors regarding speech events. Language etiquette is one thing to keep in mind when speaking and writing. The storyteller chooses their words carefully to enable communication in the desired way.

According to Lee (2016), politeness is developed to enhance, preserve, or defend the conversation partner's face or self-image. According to Pramujiono & Nurjati (2017) and Rizal (2017), the use of polite language is achieved through verbal speech acts that make students feel at ease during the learning process. This is also intended to be inferred to students so they can speak respectfully. The classroom teaching and learning process will demonstrate the teacher's communication courtesy. There is two-way communication between teachers and students during the teaching and learning process. By communicating with students in the classroom, the instructor will indirectly reinforce the importance of language civility. Students do this because they believe the teacher sets a good example for them, including using polite language taught to pupils for them to communicate nicely. The classroom teaching and learning process will demonstrate the teacher's communication courtesy. There is two-way communication between teachers and students during the teaching and learning process. By communicating with students in the classroom, the instructor will indirectly reinforce the importance of language

civility. Students do this because they believe the teacher sets a good example for them, including using polite language.

This research is in line with that conducted by Widya Fitri entitled "The Maxim of Requesting Politeness between College Students and Lecturers I Wayan Ari Dyatmawan also conducted this research." entitled "Politeness Maxims Applied by Characters in Movie "My Week with Marilyn." Furthermore, research on this has also been conducted by Martin Axcel Panjaitan entitled "The Analysis of Politeness Maxim in the Eclipse Movie ."Although many researchers have researched speaking politeness, only a few researchers have studied the Analysis of Teacher's Politeness Interaction with Students in English Teaching as the author did.

The author of this study uses Leech's theory of politeness, which emphasizes ten thimbles, including maxims of generosity, wisdom, approval, humility, obligations to others and oneself, agreement, and opinion-reticence. Speaking indirectly is pragmatic politeness. What does it mean that what has been disclosed does not match what is anticipated? There are two categories of politeness pragmatics: declarative and interrogative communication. When communicating with pupils in class, a teacher can make decisions using the politeness declarative tense by making requests, solicitations, requests, orders, and prohibitions. As a kind of pragmatic politeness during speaking, the interrogative is expressed as invitations, instructions, requests, and prohibitions.

Speakers are expected to use courteous language to help the other person communicate. Similar interactions between professors and students occur during the teaching above and learning process. In this justification, the spoken language politeness teacher helps pupils develop their personalities to lay the groundwork for a virtuous and prosperous civilization. This is the primary justification for the writer's importance of the research. The outcome of this research is adopting the idea of linguistic politeness as a helpful reference in schools. Teachers must evaluate their methods of instruction to increase their knowledge and skills. The teacher's function in the classroom is more narrowly focused than teacher competency. Education reforms touch on various topics, including teacher competency, the advancement of teacher education, and scientific findings relating to education.

Based on the background above, the following formulation of the problem is the researcher's: 1) What etiquette guidelines do teachers utilize with their pupils during the teaching and learning process? 2) Why is courtesy necessary for learning and the

academic process? 3) How do educators include the civility rule in the teaching and learning process?

METHOD

The research method used in this research is qualitative research by Sugiyono. Qualitative methods are research methods based on the postpositivism philosophy, applied to a natural situation where the researcher is the primary tool. (Sugiyono 2013:15). So, qualitative researchers have a connection to nature. Furthermore, researchers collect data and descriptively report the results. Some teachers who teach language English by using a language that is polite to students become the inner population of this research. In this study, note-taking and note-taking procedures are used to collect data. Technique recording is done by watching the teacher's every move while they instruct. It is a method of taking notes that respects the teacher's use of language when teaching. To be sure whether the methods and techniques of language politeness are appropriate or not based on the theory of good language politeness, which has been previously described, this study aims to determine the politeness of the language used by the teacher when teaching in the classroom.

This research is aimed at language teachers teaching English at an elementary school in Medan. The instruments used in this study were observation and interviews. The researcher is employing an observational tool in this instance. The stages of this method for gathering research data are as follows: a) Requesting permission from English teachers so that researchers may watch lessons being taught in class. b) Set up the instruments for data collection. c) Take notes on every word said during educational activities. d) Applying observational analysis to the results. The act of accurately observing someone or something is called observation. Over time, certain things significantly help in gaining knowledge. After gathering the information, the researcher will use Leech's (2014) theory to analyze data, specifically the hypothesis that he has 10 Bilal. b. The researcher will next apply each Bilal one at a time to Leech's theory to assess the data flows.

RESULT AND DISCUSSION

Seven etiquette rules apply while considering the review's outcomes. The teacher frequently uses the language when interacting with students while learning English at an elementary school in Medan. There are nine maxims, namely: 1) Opinion Maxim

Reticence, 2) Agreement Maxim3) Maxim of Sympathy, 4) Maxim of Generosity, 5) Maxim of Approval, 6) Maxim of Obligation S towards O, 7) Maxim of Wisdom, 8) Maxim of Humility, 9) Maxim of Feeling Toughness.

The researcher's findings are as follows, and the findings and the data obtained following studies conducted at a junior high school and an elementary school in Medan are explained. After the information was collected, the researcher categorized each piece of data into a maxim. The classification table is shown below.

Table 1. Classification of Maxim

No.	Maxim	Sentence	Percentage
1.	Tact Maxim	1. Si chila dan si syiffa bisa di bilang kurus ya 2. Arif, bila tidak keberatan, hapuskan papan tulis itu 3. Contohnya adalah seperti cowok	6,25 %
2.	Generosity Maxim	1. Ya, selamat siang silahkan masuk 2. Ok, stand up please 3. Coba ulangi kembali perkataan saya	6,25 %
3.	Approbation Maxim	1. Bagus sekali, kata kerja itu adalah verb 2. Anak anak miss ganteng ganteng dan cantik cantik semuanya 3. Si Arkana ganteng 4. Si Faisal ganteng dan si Sasa cantik 5. Lebih kecil menjadi "smaller" 6. Ya, sangat bagus anak 7. Very good Sasa	18,75 %
4.	Modesty Maxim	1. Tulisan Lyo sudah sangat bagus 2. Waduh miss jadi gerogi ini, kelas lain lebih bagus pidatonya	3,12 %
5.	Agrement Maxim	1. Berarti boleh 5 kelompok, boleh juga 6 kelompok iya kan? 2. Are you finish? 3. Apakah bahasa inggrisnya kata kerja "berjalan"? 4. Siapakah yang lebih ganteng? Budi atau Riski? 5. Siapa tadi yang miss berikan pertanyaan anak? 6. Sleep, bener kan?	18,75 %
6.	Symphaty Maxim	1. Jangan lupa mengerjakan PR nya dirumah ya. 2. Langsung pulang ya, jangan bermain dijalan.	3,12%
7.	Obligattion of S to O Maxim	1. Kalimat itu adalah sebagai contohnya	3,12%
8.	Obligattion of O to S Maxim	-	0%

No.	Maxim		Sentence	Percentage
9.	Feeling Maxim	Reticente	1. Zahira sangat pintar dalam menghafal vocabulary	3,12%
10.	Opinion Maxim	Reticente	1. Seperti Chila kan? 2. Si Arkana itu tulisannya baguskan? 3. Tulisan Arkana lebih bagus daripada Lyo 4. Zahira yang paling cepat menghafal vocabulary baru 5. Fani lebih rajin daripada sinta 6. Membuat persamaankan? 7. Fani yang paling tinggi 8. Arkana than fatter of all 9. Fani is fatter than August	43,85%

The researcher discovered various frequently used and seldom used maxims based on the findings of the principle of politeness maxim employed by English teachers in the classroom. The frequently used maxims were opinion maxims, with as many as 9 utterances. Maxim of Opinion is Maxim of Opinion is Maxim of Opinion's explanation. Leech (2014:93) uses the politeness rule, which is based on the idea that achieving agreement with others will help to lessen one's ideas and judgments about them. Maxim is used more because the teacher offers his opinions more during the teaching process through facts and answers. When teaching, the English teacher in the dominating class applies this concept and provides a variety of viewpoints to increase the students' understanding. The consensus maxim—namely, the civility maxim—is the same. Leech (2014:93) tries to reach an understanding between English teachers and students. Additionally, Leech's (2014:93) politeness principle's maxim of appreciation strives to express gratitude to students who contribute to the teaching and learning process and several other often-used sectors.

Researchers have addressed and clarified 10 maxims in their research on instructor civility for kids in elementary schools in Medan. According to the research, the following maxim is one that instructors and presenters at elementary schools in Medan use the most: 6.25% of the maximum act comprises three politely phrased statements. The teacher uses this adage to help students comfortably engage with one another in class.

The Generosity maxim, 6.25 percent, consists of three statements. The instructor uses this adage to help the pupils understand how much she values them while giving directions respectfully.

Maxim Award approval, as measured by the proportion of votes cast, was 18.75%, or 7 utterances. Language teachers use English because when students share ideas or

perspectives, we need to show our appreciation so that they are more excited to respond or express their viewpoints and more actively engage in the learning process.

The Modesty Maxim, in this maxim, the percentage is simply 3.12%. The purpose of the English teacher to express this maxim is that all students in the class are supposed to be modest by holding down self-congratulatory remarks. If a person consistently praises and favors oneself when speaking, that person will be viewed as arrogant and conceited.

The Agreement Maxim, the percentage of people who use Maxim reaches 18.75%; there are 6 utterances expressed by the English teacher using this maxim. By adhering to this maxim, teachers can limit communication, learn more alongside their students, and respect one another's viewpoints.

Use proportion maxim achieved 3.12% on Sympathy Maxim with just two words. Here, the instructor utilizes sympathetic language to motivate the students to complete the work. The obligation of S to O Maxim, the percentage utilization is 3.12%, and there was 1 utterance. When demonstrating the learning process, the teacher apologizes for using two students as examples.

The obligation of O to S Maxim, because students and teachers can't discover the appropriate circumstances to employ speech during the teaching and learning process, no speech is used in this maxim, or the proportion is 0%. A teacher should apologize to the class for their opinions. Feeling Reticente Maxim in the saying, there is a use due to its application in teaching and learning; the percentage for a single utterance is 3.12%. uses expressive and assertive sentences. This maxim of generosity is centered on the interlocutor.

Opinion Reticente Maxim it comprises 9 statements, with the percentage reaching 43.85%, the most significant utilization rate at maximum. The instructor uses this adage in the classroom since it allows him to express his ideas through facts and answers more freely a few others. Approbation Maxim and maxim agreement with one another. Each fraction is 18.75%. The tact and generosity maxim, each with a proportion of 6.25%, are placed in the third position. Fourth, there are two maxims: the maxim of sympathy and the apologetic maxim, each worth 3.12% of the total. Researchers can see that the teacher or speaker has yet to employ some maxims based on research findings using the ten maxims listed above. The results of this study show that the instructors who applied 9 maxims received 100% more points than the teachers who did not.

CONCLUSION AND SUGGESTION

To gain something, polite language is utilized as a description by a teacher of English at a primary school in Medan. During the teaching and learning process of English, data for 34 utterances were obtained using 10 (ten) maxims. After explaining, the maxim primarily employed in English teachers is the maxim of thought, which is 9 (nine) statements with a 43.85% percentage. This proclamation is the mandate of Leech's (2014: 93) politeness standard, which has the standard of reducing one's opinion and mutual self-evaluation with others. However, the sympathy maxim and the apology maxim have each utterance contained one and had a proportion of 3.12%. This maxim's guiding premise is that the speaker can offer compassion or condolences to an audience member who has suffered a catastrophe; the speech partner will view this behavior as respectful. While the maxim of apology contains the idea that you should apologize to your interlocutor more and more, the instructor apologizes for using two pupils as examples throughout teaching. Politeness is necessary for the learning and educational processes since one of the root causes of communication breakdowns in the classroom is the teacher's inappropriate use of politeness in their instruction.

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