



Language Politeness in Class VIII Student Discussions of SMPIT Ash Shiddiqiyah, South Tangerang

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ABSTRACT

Purpose of the study: This study aims to describe the deviation and compliance of the politeness of language principles that occur in class discussion activities in class VIII students of SMPIT Ash Shiddiqiyah South Tangerang in terms of word selection and polite manner of discussion.

Methodology: The method used in the study Analysis of the Utilization of Principles of Language politeness in the Discussion Activities of Class VIII Students of SMPIT Ash Shiddiqiyah South Tangerang is a qualitative descriptive method. The technique used in collecting data uses the technique of referring skillful engagements, recording techniques, and note-taking techniques.

Main Findings: The results of the study on class VIII SMPIT Ash Shiddiqiyah South Tangerang showed that the number of violations of language politeness violations that occurred in class discussion activities were greater than their compliance. The principle of politeness that is often violated is the maxim of generosity, humility and approval. As for those who do not appear in speech in class VIII are the maxims of wisdom, the maxim of acceptance and the maxim of conclusions.

Novelty/Originality of this study: This research offers a new view regarding language politeness in discussions of class VIII students at SMPIT Ash Shiddiqiyah Tangsel by considering the specific cultural context and school environment. Previously, studies related to language politeness were often carried out in general contexts without paying attention to the unique nuances and characteristics of each educational environment.

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1. INTRODUCTION

Language is a means that humans use to communicate. In accordance with its function, language has a role as a transmitter of messages between one another in interactions in everyday life [1], [2], [3]. The rules needed to regulate the speaker and the interlocutor so that good communication can be established between the two in their interaction [4], [5], [6]. These rules can be seen in the principles of language politeness proposed by Leech who divided the principles of politeness into six, namely the maxim of wisdom, the maxim of acceptance, the

maxim of generosity, the maxim of humility, the maxim of approval, and the maxim of sympathy. Language shows a person's personality [7], [8], [9]. A person's character, disposition or personality can be judged by how he conveys the message conveyed through a series of words and strengthening body language (gestures). The use of language that is gentle, polite, courteous, systematic, orderly, clear and straightforward reflects the speaker's virtuous personality. On the other hand, through the use of language that is sarcastic, blasphemous, cursing, slandering, ridiculing or harassing, you will create an image of an unconscionable person.

Language politeness is a very important aspect to shape a person's character and attitude in communicating with other people [10], [11], [12]. A person's use of language in speaking to other people can determine the character and personality of that person. A person must consider every choice of words spoken, so that no one is offended by his words. Apart from that, accompanying actions such as facial expressions, strengthening body language are also no less important to pay attention to. This will affect the smoothness of communication, the aim of which is to create an atmosphere of politeness, thereby allowing social interactions to run smoothly according to what the participants want. Humans in language need to pay attention to language politeness when communicating with other humans [13], [14], [15]. This aims to ensure that people can use polite language and not make mistakes in speaking. Whether a speech is said to be polite or not really depends on the measure of politeness of the language speaking community. Speech in general is considered polite if the speaker uses polite word, his speech does not contain direct ridicule, does not give direct orders, and respects other people. Therefore, language politeness needs to be studied in order to find out how many errors or deviations in language politeness occur in humans. when communicating with each other [16], [17], [18].

In general, politeness is always associated with the term politeness, which is often interpreted by someone as the quality of smooth speech, behavior, and being able to respect other people. The conclusion from the explanation above is that language politeness is how a person is able to speak well to the person he is speaking to, so that his speech can be accepted by the person he is speaking to without offending his or her feelings. There are people who are able to speak politely to all of their interlocutors without distinguishing between the social strata of their interlocutors, but there are also people who have to look at the social strata of the speaker first, after that they will balance the language they will use [19], [20], [21]. Errors in language often occur in the process of communication and interaction between humans and each other. This interaction can occur in official or unofficial forums. Schools as educational institutions still often encounter errors in language politeness. This can be seen in the teaching and learning process, as well as activities in the school environment.

A school is a forum or institution that binds the community within it with rules or regulations. This means that every member of the school has rights and obligations that must be obeyed. Good relationships within the school can be achieved through good interactions, one of which is by maintaining verbal and non-verbal communication. Thus, school members should be able to maintain communication in order to create a comfortable and conducive learning environment. There are authoritarian and democratic schools. The school's authoritarian tendencies usually mean that the school and students do not have a good relationship emotionally, because the rules that are set are obeyed by students based on fear of punishment. However, in democratic schools, emotional closeness between members is usually misused by students in responding to existing regulations. The size and size of a school also affects the emotional relationships between members. Logically, the bigger the school, the smaller the attention to individual students, and the narrower the scope of the school, the more supervision or attention to individual students is maintained.

There is character education content that must be applied by teachers in schools in every subject, in this case Indonesian language subjects, the principles of language politeness can be used as character education material that can be implied in the learning process [22], [23], [24]. Speaking skills in Indonesian language learning activities are very necessary so that the communication process between teacher and student and student and student can be established well. In learning at school, students can develop their speaking skills in public or in front of the class. Learning activities related to speaking skills include discussing, telling stories, asking the teacher, expressing ideas, and responding to problems related to learning. One of the problems found among students at school in speaking skills is discussion. Discussion activities are an effort to express thoughts, ideas and opinions regarding an issue that is the topic of discussion. Learning activities that use the discussion method sometimes result in students using less polite language in expressing their opinions [25], [26], [27]. Therefore, learning activities require material on how to discuss politely and choose the right words when talking to other people.

In line with previous research which found that there were students' speech that obeyed the maxim of wisdom, the maxim of generosity, the maxim of appreciation, the maxim of simplicity, the maxim of consensus, and the maxim of sympathy. However, there are also students' speech that violates the maxim of wisdom, the maxim of generosity, the maxim of respect, the maxim of simplicity, the maxim of consensus, and the maxim of sympathy [28]. The difference is that previous research examined language politeness in student and teacher communication activities. Meanwhile, the current research examines students' language politeness during discussions in class. Then, previous research also found that students' speech complied with the maxim of wisdom, the maxim of generosity, the maxim of respect, the maxim of simplicity, the maxim of consensus, and the maxim

of sympathy. However, there are also students' speech that violates the maxim of wisdom, the maxim of generosity, the maxim of respect, the maxim of simplicity, the maxim of consensus, and the maxim of sympathy [29], [30]

Previous research analyzed language politeness in student activities in the teaching and learning process. The novelty of this research lies in the variables that analyze students' politeness in discussion activities. By examining language politeness in students' discussion activities in the classroom, it certainly has an impact felt by students, not only experiencing an increase in learning motivation and collaboration, but also developing better communication skills, both in terms of speaking and listening. This implication emphasizes the importance of integrating language politeness in the curriculum and daily teaching practices to support students' academic and personal development.

Based on the results of interviews with class VIII Indonesian language teachers at SMPIT Ash Shiddiqiyah South Tangerang, during class discussion activities students often encountered errors in their language. When communicating, generally there are those who pay attention to politeness aspects of language but there are also those who don't. When students carry out discussion activities in the learning process in class, some of them do not pay attention to politeness in language. When carrying out discussions, the presenter and responder groups lack mutual respect. Some of them still have errors in choosing words and how to discuss politely in class. The speech used is sometimes in the form of sarcasm, ridicule or rebuttal which can offend other people's feelings. Students' language politeness when carrying out discussion activities or speaking to other people can be trained through speaking skills in Indonesian language subjects.

Based on observations and interviews with the Indonesian language teacher, this school can be used as a place for research related to student discussion activities. Class VIII students of SMPIT Ash Shiddiqiyah South Tangerang, when carrying out class discussion activities, saw several errors in word choice and lack of knowledge of polite discussion procedures. Apart from that, class VIII students at SMPIT Ash Shiddiqiyah South Tangerang are still teenagers, ranging from 12-15 years old, who are in the process of forming their character and identity. Children at this age are easily influenced by the emergence of slang which can influence speaking styles in the process of learning activities. The author's response to this incident is that research on language politeness in junior high schools is very interesting and needs to be carried out, the author chose this title as a research study, namely "Language Politeness in Class VIII Student Discussions at SMPIT Ash Shiddiqiyah South Tangerang."

2. RESEARCH METHOD

The descriptive method explains in its study, data or objects in a natural, objective and factual way (as is). This descriptive method is used to describe the results of the data collection carried out by the researcher. The descriptive method was chosen by researchers because this method can provide as accurate a picture as possible about individuals, language conditions, symptoms or certain groups. Next, the researcher will note down and record students' speech during discussions in class regarding certain problems or topics related to Indonesian language learning.

The subjects of this research are class VIII students at SMPIT Ash Shiddiqiyah South Tangerang. There is only one class in class VIII at that school, class VIII at that school can take part in discussion activities actively. This was the author's consideration in determining the subject of this research. One class consists of 23 students. The number of students studied was 23 students in class VIII of SMPIT Ash Shiddiqiyah, South Tangerang, while the object was language politeness. The language politeness referred to in this research is the politeness of students' language in responding to and responding to opinions expressed during discussion activities, then language politeness in this research is only limited to students' language based on Geoffrey Leech's politeness principles.

Data collection techniques in this research used observation, interviews, writer's observations, recording techniques, and notes. The data source in this research is class VIII students at SMPIT Ash Shiddiqiyah, South Tangerang. This research will essentially examine language politeness in student discussions from a pragmatic perspective. Data collection should not be taken lightly in research, researchers must really pay attention to the process. This data will later be processed, so that it becomes a unified result and will be related to the validity of the research results. A researcher must be careful so that what he concludes can be justified.

Data is obtained from various data sources (triangulation) in qualitative research, carried out continuously until the data is saturated. Data analysis techniques in qualitative research are as follows:

1. Data reduction, namely the activity of selecting, selecting, determining focus, simplifying and transforming data that emerges from written notes from the field. Data reduction is not something separate from analysis, data reduction is part of the analysis itself. Because, the researcher's choices about which parts of the data will be coded, summarized, sharpened, focused, disposed of, and arranged the data. Everything is a choice and analysis steps.
2. Data presentation is a category by compiling a set of data based on certain thought patterns, opinions and criteria to draw conclusions. Presenting data helps to understand events that occur in the field and what needs to be done for further data analysis. Better data presentation is the main way for qualitative analysis so that its validity can be accounted for.

3. Conclusion is drawing conclusions and verification. The initial conclusions expressed are still temporary, and may change if strong data is found in subsequent research. Conclusions in qualitative research can answer the problem formulation, but they may not. The basis is because in qualitative research the problem and problem formulation are still temporary and will develop after the research is in the field.

3. RESULTS AND DISCUSSION

Politeness, politeness or etiquette are procedures, customs or customs that apply in society. Politeness are rules of behavior established and mutually agreed upon by a certain society so that politeness at the same time becomes requirements agreed upon by social behavior. This shows that society has its own rules of politeness, which must be obeyed by the people in it. A person will get respect if he participates in doing things that are respected by the local community. If this is not the case, society will condemn these members of society as violators of social norms, causing them to be ostracized. Humans, in carrying out their daily activities, are never separated from language activities. One of the functions of language in human life is as a means of communication. Speaking or spoken language is a form of communication. When someone carries out spoken language activities, they are expected to be able to adapt to the ongoing conversation situation. This is necessary so that the communication that occurs can run well and does not cause misunderstandings between the speaker and the speech partner.

A person's politeness is measured by the manner of speaking, body movements and the person's speech. This is also related to a person's rules of behavior and ethics in daily communication and must be obeyed because they have become a rule agreed upon by society. person's politeness will be appreciated if he can find his spoken language and body language well. Politeness can be seen from various aspects in everyday life. one of them is politeness in communication or what is usually called politeness in language. Language politeness is manifested in communication procedures through verbal signs or language procedures. When communicating, we are subject to cultural norms, not just conveying the ideas we think, but language procedures must be in accordance with the cultural elements that exist in the society in which we live and the use of the language itself in communicating.

The findings of research conducted in Class VIII of SMPIT Ash Shiddiqiyah, South Tangerang, revealed an interesting trend regarding violations of language politeness. It can be seen that cases of violations of language politeness in class discussion activities exceed violations of compliance. This shows that there is a significant gap between the expected level of language politeness and the actual behavior shown by students during discussions. Further analysis of the data highlighted specific areas where language politeness violations frequently occurred. This includes examples of interrupting others when speaking, using inappropriate language or tone, ignoring turn-taking norms, and engaging in confrontational or disrespectful communication. These findings suggest the need for targeted interventions to address these specific behaviors and promote a more polite and respectful classroom environment. In addition, this research highlights potential factors that contribute to language politeness violations. These factors may include a lack of awareness or understanding of appropriate communication norms, peer influence, cultural background, and individual communication style . Understanding these factors is important for developing effective strategies to improve language politeness among students. The implications of these findings extend beyond the classroom environment. Language politeness is a crucial aspect of effective communication in various social and professional contexts. Therefore, addressing these transgressions early in a student's education can help foster positive communication habits that benefit their future endeavors.

Character education content must be applied by teachers in schools in every subject, in this case especially Indonesian language subjects, the principles of language politeness can be used as character education material that can be implied in the learning process . Students must apply polite discussion methods in accordance with the KTSP class VIII learning implementation plan. In accordance with the indicators in the learning implementation plan, namely being able to express agreement, refutation and rejection of opinions in discussions with good ethics and argumentativeness. Discussion activities are an effort to express thoughts, ideas and opinions regarding an issue that is the topic of discussion. Learning activities that use the discussion method sometimes result in the use of language that is not polite enough for students to express their opinions. Learning activities require material on how to discuss politely and choose the right words when talking to other people.

Previous research that examined language politeness in classroom learning activities using Geoffrey Leech's politeness principles showed the results of (173) compliance with Geoffrey Leech's politeness principles with 6 maxims, and (12) violations of Geoffrey Leech's politeness principles with 4 maxims. Similar to the research conducted, previous research used Geoffrey's politeness principles in analyzing language politeness in student learning activities. Similar research also finds that there is compliance with the maxim of wisdom, the maxim of simplicity, the maxim of consensus, the maxim of appreciation, and the maxim of sympathy. The degrees of politeness that emerge adhere to the scale of indirectness, the scale of loss and gain, and the scale of optionality. Students also violate the maxim of wisdom, the maxim of simplicity, the maxim of respect, and the maxim of consensus. The scale of politeness that is violated is the indirectness scale, the profit-loss scale, and the optionality scale. Previous research shows that the results of language politeness found in learning activities, negotiating and interacting with teachers are different from the results of research on language politeness in student discussion

activities. This research only found students who violated the maxims of generosity, humility, and consent. What does not appear in speech in class VIII is the maxim of wisdom, maxim of acceptance, and maxim of conclusion.

The implications of this research have important implications in the educational context. The results of this research indicate that there is a need for further attention to the development of language politeness among class VIII students, especially in the context of class discussions. By highlighting the tendency for language politeness violations to exceed compliance, this research strengthens the urgency to develop more targeted and effective language politeness development programs in the school environment. This implication also reflects the important role of teachers and schools in providing a deeper understanding of polite communication norms and promoting respectful attitudes between individuals in every interaction. Thus, the results of this research can be a basis for developing more holistic and comprehensive learning strategies to strengthen students' politeness in communicating.

One limitation that needs to be considered in this research is that the research focus is limited to one location and one particular level of education, namely class VIII at SMPIT Ash Shiddiqiyah. This means that the generalization of research findings can only apply specifically to that context, and the results obtained may not be widely applicable to other settings or different levels of education. Apart from that, limitations in sample size and research time span can also affect the representation of research results. In addition, external factors such as learning environment conditions, student experiences, and school culture which may not be fully reflected in the research can also be limiting factors in interpreting the findings and implications of this research. By understanding these limitations, further research can be conducted to complete and expand understanding of students' language politeness in various educational contexts.

4. CONCLUSION

Based on research that has been carried out regarding language politeness and analyzed using Geoffrey Leech's politeness principles, a conclusion can be drawn, namely that the form of speech that occurs in class VIII at SMPIT Ash Shiddiqiyah, South Tangerang shows that there are more people who violate the politeness principle than those who comply with it. The principles of politeness that are often violated are the maxims of generosity, humility and agreement. What does not appear in the speech in class VIII is the maxim of wisdom, the maxim of acceptance and the maxim of sympathy. Furthermore, learning activities that use the discussion method sometimes result in the use of language that is not polite enough for students to express their opinions. Material on how to discuss politely and choosing the right words when talking to other people is very necessary in learning activities. Researchers recommend that further research by paying attention to factors that influence language politeness, such as cultural background, family environment, and the influence of social media, can provide more detailed insight. Future research could also explore the effectiveness of intervention or training programs designed to improve students' language politeness, so that they can make a practical contribution to the field of education.

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