

## Teachers and Students Language Politeness in English Learning at ThinkerBee Learning Center

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**Abstract**--This study discusses the principles of language politeness, as well as violations of the principles of language politeness used by teachers and students in learning English at ThinkerBee Learning Center, using a qualitative descriptive approach. The theories used in this study are the theory of the principles of politeness by Leech. The study results show that the principles of politeness in language are also used by teachers and students when learning English in the classroom. The principles of language politeness include the tact maxim 27%, the generosity maxim 18%, the approbation maxim 18%, the modesty maxim 9%, the agreement maxim 18%, and the sympathy maxim 9%. Second, this study shows violations of the principles of language politeness expressed by teachers and students during the learning process, namely violations of the tact maxim 14%, violations of the generosity maxim 28%, violations of the approbation maxim 28%, violations of the modesty maxim 14%, violations of the agreement maxim 0%, and violations of the sympathy maxim 14%.

**Keywords:** *Speech Act, Politeness Principles, Teacher, Student*

**Abstrak**--Penelitian ini membahas prinsip-prinsip kesantunan berbahasa, serta pelanggaran prinsip-prinsip kesantunan berbahasa yang digunakan oleh guru dan siswa dalam pembelajaran bahasa Inggris di ThinkerBee Learning Center dengan menggunakan pendekatan deskriptif kualitatif. Teori yang digunakan dalam penelitian ini adalah teori prinsip-prinsip kesantunan oleh Leech. Hasil penelitian menunjukkan prinsip-prinsip kesantunan berbahasa juga digunakan oleh guru dan siswa saat pembelajaran bahasa Inggris di dalam kelas. Prinsip-prinsip kesantunan berbahasa tersebut, mencakup: maksim kearifan/kebijaksanaan 27%, maksim kedermawanan 18%, maksim penghargaan 18%, maksim kerendahan hati 9%, maksim permufakatan 18%, dan maksim kesimpatian 9%. Kedua, penelitian ini menunjukkan pelanggaran prinsip-prinsip kesantunan yang diujarkan oleh guru dan siswa ketika proses pembelajaran, yaitu: pelanggaran maksim kearifan/kebijaksanaan 14%, pelanggaran maksim kedermawanan 28%, pelanggaran maksim penghargaan 28%, pelanggaran maksim kerendahan hati 14%, pelanggaran maksim permufakatan 0%, dan pelanggaran maksim kesimpatian 14%.

**Kata Kunci:** *Tindak Tutur, Prinsip Kesantunan, Guru, Siswa*

## 1. Introduction

Spoken language is used more often than written language because spoken language conveys information to the interlocutor. Spoken language accompanied by actions following the speaker's utterance is also called a speech act. When communicating, a person has a specific purpose when saying something. The results of a communication depend on the meaning interpreted by the interlocutor. This makes good use of language, and choosing a variety appropriate to the context and needs is crucial when communicating.

According to Yule (2006: 114-115), speaking strategy is a way of speaking to produce speech that can save the face of the interlocutor so that there is no misunderstanding in communication, for example, by using polite expressions. Language politeness is a system of interpersonal relationships designed to facilitate interaction by minimizing the inherent conflict and conflict in humans (Eelen, 2001: 2). As time passes, the language used in communication is influenced by the environment, which sometimes ignores the elements of politeness in language. Violations of language politeness occur when speakers violate the rules of language politeness by using impolite language, such as speaking in a high tone, using harsh words or sentences, belittling the interlocutor, and boasting. Language politeness also occurs in the educational process, which indicates the success of language learning in the classroom. In the learning process, it is inseparable from the elements of language politeness between teachers and students.

One of the language learning in the current curriculum is English learning. Mastery of foreign languages, especially English as an international language in formal education, has become necessary. The speech spoken by teachers and students has its function according to the context of the situation so that they can correctly know the meaning of what they want to convey. Therefore, teachers are expected to be able to provide examples of communicating using polite language to become guides for their students. In addition to formal educational institutions such as schools,

there are also non-formal educational institutions in the form of English language courses to help students become more fluent in English. In formal education, students are usually more accustomed to using polite language. This is due to the difference in demands. In formal education, teachers are more tasked with educating students firmly and with discipline. If students do something bad, the teacher will give sanctions in the form of punishment or call the parents concerned.

Teachers are expected to understand and become more familiar with students in non-formal education, such as courses. The condition of students who are easily bored after studying at school all day is one of the factors. Students find speaking politely to teachers in the teaching and learning process more challenging. They are more accustomed to casual language, like communicating with friends. This can result in violations of politeness in language. Thinker Bee Learning Center is a non-formal education place, one of which has an English course with a semi-private course system. In the course, one teacher teaches two students. Based on initial observations, it was found that things identified that the teaching and learning process had not been carried out optimally. The difference in demands between teachers and students in formal and non-formal education is the cause. So, it is necessary to examine the speech of teachers and students and see the relationship between them, which continues with familiarity and politeness in the teaching and learning process.

Several previous studies have been conducted on the same topic but with different research objects. In this research, the researcher takes two literature reviews from previous studies. The first research was entitled "The Development of The Instrument of Politeness in The Language Used by Teachers in The Learning Process" written by Mantasiah, Yusri, and Fadhilah Umar (2018). The study aimed to determine the language politeness instruments used by teachers in the learning process using the theory of language politeness and to find the level of validity and reliability developed using language politeness

instruments. The method used in the study was the development approach. The second study, entitled “Analysis of Balinese Language Subject Teachers’ Speech Acts in Classroom Management at SMAN 2 Kuta”, The study aims to describe the function of Balinese language speech of Balinese language subject teachers and apply the principles of politeness used by teachers in classroom management activities at SMAN 2 Kuta. The analytical descriptive approach with the listening method was used in the study.

## 2. Methods

This research will be qualitative research. According to Cresswell (2010: 20), qualitative research is a type of research that depends on information from objects or participants. The type of data that will be used in this research is primary data. The primary data referred to in this research are words or sentences teachers and students will utter during English teaching and learning. The data source for this research is the utterances of teachers and students in speech act functions, principles, and violations of the principles of politeness in language. The data collection method in this study uses the listening method to obtain data by listening to the use of language.

All data collected using the listening method will be identified according to the reality in the field. After that, the data will be classified systematically based on sub-problems. Descriptive analysis methods and techniques are used in data processing in this study. There are two methods for presenting data, namely formal and informal methods. The formal method presents data analysis results using symbols, tables, diagrams, or signs. Meanwhile, the informal method is the presentation of data using narrative explanations using strings of words, clauses, and sentences.

## 3. Result and Discussion

This section presents the research results and discusses them in detail based on data obtained in the field. How are the principles of politeness and violations of politeness spoken by teachers and

students during the teaching and learning process at ThinkerBee Learning Center.

### 3.1 Politeness principles used by teachers and students in learning English at the Thinker Bee Learning Center

Based on the data analysis results, 11 teacher and student utterances applied the principles of politeness. The following are the findings of politeness principles used by teachers and students in the English learning process at the ThinkerBee Learning Center.

#### Tact Maxim

- Siswa : Ms kalau ini bagaimana?  
Guru : Coba Ms lihat dulu  
Guru : **Ini kan jamnya menunjukkan pukul 03.35, karena menitnya lebih dekat ke 60 jadi menggunakan to, it’s twenty five to four.** Sekarang kalau soal yang dibawah jadinya bagaimana?  
Siswa : it’s ten to six  
Guru : Good joob, lanjutin dulu

The utterance “Ini kan jamnya menunjukkan pukul 03.35, karena menitnya lebih dekat ke 60 jadi menggunakan to” (*This clock shows 03.35, because the minute is closer to 60, so it uses to*) is included in the tact maxim because the teacher is wisely willing to correct students mistakes when they are working on the practice questions given in the learning process. The teacher uses the representative speech function ‘correcting’, which aims to correct mistakes that students have not been aware of by the teacher when working on practice questions or during learning.

#### Generosity Maxim

- Siswa : Saya sudah selesai Ms  
Guru : Ms periksa dulu ya, Ms tidak bawa pensil loh  
Siswa : **Pakai ini saja Ms**  
Guru : Oke, sekarang kita periksa bersama ya. Kalau ada yang belum ngerti bisa tanya langsung

The utterance “Pakai ini saja Ms” (Just use this, Ms) occurs when the teacher is going to check the questions in the students’ LKS books. At that time, the teacher did not bring a pencil, and the student lent the pencil to the teacher. The utterance is included in the maxim of generosity. The student’s utterance was polite because he took the initiative to lend the pencil to his teacher when he saw that his teacher did not bring a pencil. The student used the declarative speech function ‘allowing’, which aims for the student to allow the teacher to lend his pencil to check the questions in the LKS book so that the learning process occurs effectively and conductively. In this utterance, students become more sensitive to the conditions around them and are taught to help each other.

#### Approbation Maxim

- Guru : What time is it?  
Siswa : It’s quarter to eleven  
Guru : What time is it?  
Siswa : It’s ten to three  
Guru : What time is it?  
Siswa : It’s twenty past four  
Guru : **You are doing a good job!**

The utterance “You are doing a good job” occurs when the teacher discusses the material of telling time. The teacher asks the students about what time it is. The students answered correctly, so the teacher gave praise as a sign of appreciation. The utterance is included in the maxim of appreciation. The politeness that occurs in the teacher’s utterance is formed because the teacher appreciates the results of the answers given by the students during the learning process. The teacher uses the expressive speech function of ‘congratulating’, which aims to appreciate the process of students when understanding the material explained by the teacher. In addition, students become more enthusiastic and motivated to develop their learning abilities.

#### Modesty Maxim

- Guru : ayo sekarang coba dibaca dulu  
Siswa : **ini bagaimana Ms cara bacanya?  
Nanti bantu ya ms**  
Guru : iya, pasti Ms bantu. Sekarang baca dulu sendiri

In that situation, the teacher gave the students English reading exercises. The students asked the teacher to help them when they pronounced English incorrectly. Therefore, the students spoke, “ini bagaimana Ms cara bacanya? Nanti bantu ya ms” (*How do you read this, Ms? Please help me later, Ms*), which is included in the maxim of modesty. The politeness in the student’s speech is formed because the student indirectly admits that he is lacking in reading English, so he decides to ask the teacher to correct his wrong pronunciation. The student uses the representative speech function ‘reminding’, which aims to remind the teacher to correct if the student makes a mistake in the learning process in the classroom.

#### Agreement Maxim

- Guru : Masih ingat tidak apa itu descriptive text?  
Siswa : Text yang menjelaskan sesuatu Ms  
Guru : Itu bisa juga, tapi yang lebih tepat itu descriptive text merupakan sebuah teks yang mendeskripsikan atau menggambarkan objek secara terperinci. Jadi objeknya itu dijelaskan secara detail, seperti bagaimana bentuknya, misal mendeskripsikan makanan bagaimana rasanya atau mendeskripsikan objek secara fisik. Sampai di sini sudah sudah mengerti?  
Siswa : **Sudah Ms**

The utterance “Sudah Ms” (*already Ms*) is included in the maxim of agreement. Politeness in students’ speech is formed because students already understand the material explained by the teacher. Indirectly, the utterance means that students and teachers have agreed that the material

during the learning process has been delivered well so that students can understand it easily. The speech situation occurs when students do not understand the material they get at school. Teachers at ThinkerBee explain the material again so that students can understand and comprehend it well. Students use the representative speech function of 'telling' to ensure that the learning process has occurred effectively, as seen when students understand the material explained by the teacher.

### Sympathy Maxim

Guru : kamu nguap terus dari tadi, belum dapet tidur siang ya?

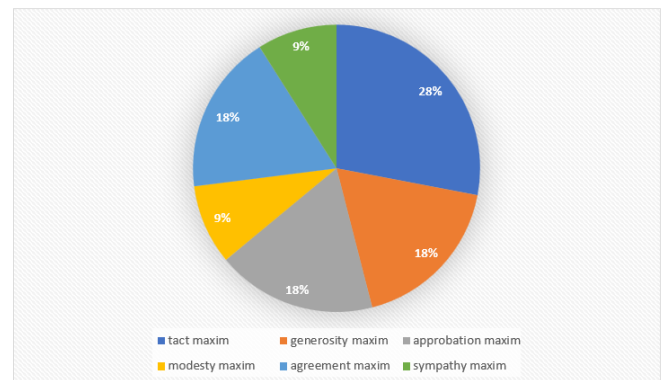
Siswa : Belum Ms

Guru : Sana cuci muka dulu di wastafel

Guru :Tuh kan segar sekarang, hilang ngantuknya. **Sebelum les tidur siang dulu biar tidak ngantuk pas belajar.**

The statement "Sebelum les tidur siang dulu biar tidak ngantuk pas belajar" (*Take a nap before class so you won't be sleepy while studying*) uttered by the teacher occurs when students feel sleepy during the learning process in class. The teacher tells the students to wash their faces and advises that the incident does not happen again. The utterances spoken are included in the sympathy maxim. This politeness occurs because the teacher shows his sympathy by advising the students, hoping they will follow the advice given to become better people. The teacher uses the directive speech 'suggest' to show his concern for the students during the learning process. The teacher allows the students to learn to accept the advice given by the teacher.

### Percentage of Use of Politeness Principles by Teachers and Students in English Learning at Thinker Bee Learning Center



Based on the number of politeness principles used by teachers and students obtained from the findings of this study can be explained by the percentage of the tact maxim 28%, generosity maxim 18%, approbation maxim 18%, modesty maxim 9%, agreement maxim 18%, and sympathy maxim 9%. Based on these data, the most dominant politeness principle carried out by teachers and students is the tact maxim.

Teachers often use the principle of politeness based on the tact maxim because the principle aims to correct students' mistakes when working wisely on the practice questions given in the learning process. Therefore, teachers will easily direct students when students do not understand the material. This makes students not afraid to ask questions during the learning process in class.

The principle of politeness based on the maxims of generosity, approbation, and agreement maxims is also often used by teachers and students in the learning process. The principle of politeness of the generosity maxim aims for teachers and students to offer each other help when one has difficulty learning. The approbation maxim aims to praise students so they feel more appreciated when their hard work pays off. The maxim of agreement in the learning process aims to teach students discipline to determine their choices and keep promises agreed upon with the teacher.

The principle of politeness based on the maxims of modesty and sympathy are the principles of politeness that teachers and students use least. Both maxims aim to create a closer relationship between teachers and students in the

learning process. Teachers who are close to students will make the learning process more efficient, conducive, and enjoyable so that students will more easily accept the material presented by the teacher.

### 3.2 Violation of Politeness Principles Used by Teachers and Students in English Learning at Thinker Bee Learning Center

Based on the data analysis results, several utterances of teachers and students violate the principles of politeness. The following are findings of violations of the principles of politeness used by teachers and students in the English learning process at ThinkerBee Learning Center.

#### Violation of Tact Maxim

Guru : Dibaca ulang materinya, kali ini diinget penulisannya ya

Siswa : Iya Ms  
(A few minutes later)

Guru : **Ayo berhenti dulu ngobrolnya, sekarang kerjain soal yang Ms kasih**

The statement “Ayo berhenti dulu ngobrolnya, sekarang kerjain soal yang Ms kasih” (*Let's stop chatting for now, now do the questions that Ms gave*) uttered by the teacher is included in the violation of the maxim of tact. The utterance occurs when the teacher tells the students to reread the material that has been given, but after a while, the students chat with their friends next to them. The teacher orders the students to stop chatting and immediately continue answering the exercises given. The violation of politeness occurs because the teacher is driven by emotion when seeing students chatting during the learning process, so the teacher benefits himself and reduces the students' benefits by reprimanding them directly. The teacher uses the commissive utterance 'ordering', which aims to tell students to stop chatting with their friends and continue doing the exercises that have been given. The teacher violates the principle of politeness in hoping that students will be serious and disciplined in the learning process in the future.

#### Violation of Approbation Maxim

Guru : **Ini coba diperhatikan lagi**, kalau dia subjeknya she, he, it, maka verbnya bagaimana?

Guru : verbnya ditambah -S atau tidak?

Siswa : Tidak Ms

Guru : Ditambah -S kalau subjeknya she, he, it, kalau I, you, they, we baru tanpa S

In the data above, the situation occurs when the teacher gives exercises to students. After the students finish the exercises, the teacher checks the answers. The utterance “Ini coba diperhatikan lagi” (*Try to pay attention to this again*) uttered by the teacher occurs when students answer the exercises given incorrectly. This violates the principle of the maxim of appreciation. Indirectly, the teacher corners the students because they incorrectly answer the exercises. The teacher indirectly does not appreciate the students' efforts in answering the exercises given during the learning process. The teacher uses the directive speech function of 'requesting' to make students pay attention to detail when answering the exercises. Students are expected to be more careful in the learning process.

#### Violation of Modesty Maxim

Siswa : Good afternoon Ms. **Ms, tadi aku ulangan bahasa Inggris dapat 90 loh**

Guru : Wih hebat, nanti belajar lagi supaya dapat 100

Siswa : Iya Ms, sekarang kita mau belajar apa?

In that situation, the students had just entered the classroom and greeted the teacher. The students happily told the teacher they had gotten a satisfactory test score. The teacher praised the students and encouraged them to get a higher test score. Afterward, the students asked the teacher what material would be taught that day. The utterance “Ms, tadi aku ulangan bahasa Inggris dapat 90 loh” (*Ms, I got a 90 on my English test*) uttered by the student violates the maxim of modesty. The student is showing off or bragging about himself. In this utterance, the student adds praise by showing off his test score. The utterance above violates the maxim of modesty because the student maximizes self-praise. The student uses the

representative speech function of ‘telling’ to convey the test score he obtained at school to the teacher.

### Violation of Sympathy Maxim

Guru : Ms kasih kamu waktu ngehapalin penulisannya

(Students play with friends)

Guru : Jangan main-main dong, harus fokus

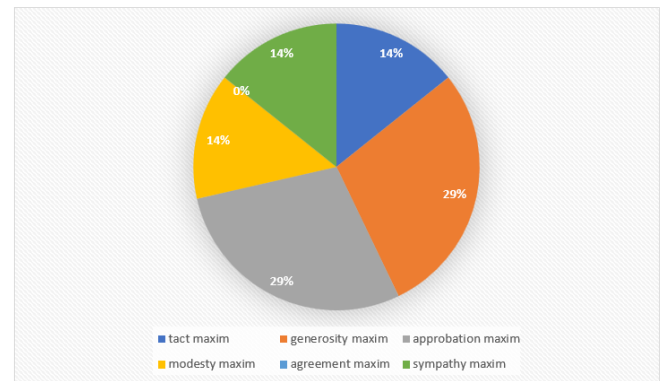
Siswa : Iya ms

(The teacher checks the quiz)

Guru : **Tuhkan banyak penulisannya yang salah, makanya lain kali kalau Ms kasih waktu jangan dipakai bercanda terus sama temannya**

The statement “Tuhkan banyak penulisannya yang salah, makanya lain kali kalau Ms kasih waktu jangan dipakai bercanda terus sama temannya” (*Look, there are many spelling mistakes, so next time if Ms gives you time, don't use it to joke around with your friends*) uttered by the teacher occurred when the student was joking around with the friend next to him. The teacher reprimanded the student to focus during the learning process. The teacher gives practice questions to measure students' understanding of the material that has just been given. When checking students' answers, there are many incorrect spellings. In this speech, the teacher minimizes sympathy by blaming students for not focusing during the learning process. This makes the speech uttered by the teacher violate the sympathy maxim because the teacher minimizes sympathy for students and maximizes antipathy for students. The teacher uses a representative speech, ‘telling’, which aims to help students know where their mistakes are and help them improve in the future.

### Percentage of Violations of Politeness Principles by Teachers and Students in English Learning at Thinker Bee Learning Center



Based on the number of violations of the principles of politeness of teachers and students obtained from the results of this study can be explained by the percentage of violations of the tact maxim 14%, violations of the maxim of generosity 28%, violations of the maxim of appreciation 28%, violations of the maxim of modesty 14%, violations of the maxim of agreement 0%, and violations of the maxim of sympathy 14%. Based on these data, the most dominant violations of the principles of politeness committed by teachers and students are violations of the maxim of generosity and the maxim of appreciation.

In violation of the maxim of generosity, it can be seen from the students' speech that they do not obey and impose their will on the teacher. Therefore, it will be difficult for the teacher to regulate students in the learning process. Meanwhile, in violating the maxim of appreciation, the teacher's speech indirectly corners students because they are wrong in answering the exercises given. This makes the teacher less appreciative of the students' efforts during the learning process.

Violating the principle of politeness based on the tact maxim, the maxim of modesty, and the maxim of sympathy also often occurs in the learning process. Violation of the tact maxim occurs when the teacher reprimands students who are chatting and violates the principle of politeness, hoping that students will be serious and disciplined in the learning process. Violation of the maxim of modesty is seen by students showing off or bragging about themselves to the teacher. Therefore, students are expected to be humble

about everything they achieve. Violation of the maxim of sympathy occurs when the teacher reprimands students because the writing of answers to questions given by the teacher is often wrong. The teacher minimizes sympathy by blaming students for not focusing during learning. This aims to make students know where their mistakes are and help them become better in the future.

Violation of the agreement maxim is a politeness principle that is never used by teachers and students in the learning process. Violation of the maxim usually occurs when both parties do not reach an agreement. Thus, there is no final decision.

#### 4. Conclusion

In accordance with the analysis of the problems raised in this research, two conclusions will be explained. 1) Teachers and students also use The principles of language politeness when learning English. The principles of language politeness include tact maxim 28%, generosity maxim 18%, approbation maxim 18%, modesty maxim 9%, agreement maxim) 18%, and sympathy maxim 9%.

Teachers and students often use the principle of language politeness based on the maxim of wisdom because this principle aims to correct students' mistakes when they are working wisely on the practice questions given in the learning process. Therefore, teachers will easily direct students when students do not understand the material. This makes students not afraid to ask questions during the learning process in class. 2) Based on the analysis of speech uttered by teachers and students during the learning process, there are several violations of the principles of language politeness, namely violations of the tact maxim 14%, violations of the generosity maxim 28%, violations of the approbation maxim 28%, violation of the modesty maxim 14%, violation of the agreement maxim 0%, and violation of the sympathy maxim 14%

Violations of the maxim of generosity and the maxim of appreciation are the most frequent violations of the maxims between teachers and

students. Violations of the maxim of generosity can be seen in the speech of students who do not obey and impose their will on the teacher. Therefore, it will be difficult for teachers to organize students in the learning process. Meanwhile, in violation of the maxim of appreciation, the teacher's speech indirectly cornered the students because they answered the exercises they were given incorrectly. This makes teachers less appreciative of students' efforts during the learning process.

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